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Crows and Aleger College, Grove Road, Garside C.W. 10U

Teachers know best, says report

Improvements in learning depend on ideas from teachers in the classroom, not on blueprints imposed by large scale curriculum projects. This is the conclusion reached in the report of one of the first Schools Council local projects based on local curriculum developments rather than national ventures. This week a DES sponsored service course for teachers began at Bath University, based on the self-help ideas contained in this report. Improving learning for 11 to 14 year olds in mixed ability science groups is a far cry from the usual run of Schools Council reports. It contains no statistics or test results and says that this is not how work of this kind should be judged.

Peppered with extracts from conversations with teachers and pupils, examples of failure as well as successes, and often making the point through strip cartoons, it goes out of its way to attract a readership. The report describes the attempts of half a dozen Wiltshire teachers to improve their teaching. Mr Jack Whitehead, a lecturer at Bath University School of Education and director of the project, said of it: "I think we have shown how to improve education by isolating teachers' real problems, encouraging them to invent solutions, providing them with the resources they need and supporting them with data to evaluate progress. Courses are not matched to the needs of teachers. What happens on them should be specifically related to the problems which teachers find in their own classrooms."

The project was designed to support the efforts of individual teachers, and the rationale behind the course that has grown out of it is the same.

Teaching is more likely to be improved by ideas emanating from the classroom than by blueprints imposed from above, says a report on a Schools Council curriculum project. Bob Doe sums up

When about 40 science teachers came together for the first time on the course at the weekend their concern was how to devise more attractive worksheets for individual and group work, stretch the most able and motivate the unsuccessful plan and manage the mixed ability classroom and how, at the end of the year, they were doing better than before.

In local groups they will seek solutions to these problems in 10 evening and day-long workshops spread over the next two terms in schools and teachers' centres. They will be supported by staff from the Bath School of Education, but Mr Whitehead said that improvements in learning really depend on co-operation between teachers to bring out their own creative and critical powers. The report sets out to show how the original project group did this. They too were worried about the sort of resources they could provide as well as the sort of science or scientific attitudes they were teaching. Together they devised 17 workbooks, but even these did not

satisfy pupils who wanted to do things out for themselves and see their own ideas.

Mr Paul Hunt, of Dorchester, Swindon, experimented with a group of three or four pupils on their own scientific ideas. The rest of the class carried on with their work. The main benefit from the project, he says, was that he got from working with mixed teachers. "I was able to use talk much more with pupils learning."

Others in the project devised materials which they would enable children to find out for themselves. Miss Vivienne Bellamy, of Wootton Bassett, Wiltshire, said: "I was able to use talk much more with pupils learning." The report rejects the idea of evaluation by test of exam in favour of these more methods and says that what was done this way. Most of the time spent on this "illumination" of investigation rather than on criterion referenced tests. Mr Patrick Horgan, of Wood St Thomas, Swindon, said: "I was able to use talk much more with pupils learning."

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Strip cartoons are a feature of the report.

Lecturers walkout

Teachers at Hemsworth College of Further Education, Wakefield, Yorkshire, were called out on strike yesterday against proposals to transfer some of their courses to a secondary school.

The half-day strike, backed by the National Association of Teachers in Further and Higher Education, was planned to coincide with a council debate on the plan. Teachers from

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Auriol Stevens talks to the new Education Secretary two months after she took office.

No time to lose to save the nation

"I want to concentrate on the content. That's what it's all about." And to that end she aims to remove from the debate the sort of over-simplifications which mark down concern over disadvantage as the monopoly of the left and parental choice, standards and concern for the gifted as the monopoly of the right. "This infuriating over-simplification has got to be got out of the political horse trading."

At the same time she describes the argument that parental choice is greater in selective systems as "an absolute farce". Selective systems present "a shocking diminution of choice" for those who fail to get to grammar school, and the suggestion that this is overcome by late transfer arrangements is "nonsense", to Mrs. Williams.

This is why she has been so anxious to handle the Education Bill inherited from Mr. Callaghan unaltered so as to have done with the debate about structure. "We have to make a basic choice. We have to commit ourselves to one structure. Then we have to see what sort of choice can be got into the comprehensive system which does not jeopardise the comprehensive structure—how we can get schools and further education to work together, for example."

For Conservative approaches to cut any ice with Mrs. Williams they would have to stop insisting on concentrating all the best maths teachers in a handful of schools and admit that grammar and comprehensive schools cannot exist side by side in the same area.

Whether because of the heat of the debate or because of her general feeling of urgency, Mrs. Williams has not run true to form since her appointment. She has always had a reputation for presenting things well, but she has also accumulated a reputation in other departments and in Cabinet and Cabinet committees for not really doing much. This time there is a whirl of action which is quite disrupting the calm routines of the DES.

"I have tried to seize the real nettles." These she describes as the size and structure of the teacher training establishment,

the examination system, standards and content.

Grasping the nettle consists in the first place of channelling the national debate into a series of discussions in the next few months, to be followed by a consultative document in the New Year. On the basis of this document there will be a series of regional meetings in February and March. The outcome will probably be a circular of guidance in the early summer.

The subjects on this particular agenda: whether it is sensible to talk about a core curriculum and if so what it should be, for what ages, in what subjects; monitoring and assessment; teacher training; links between school and working life. The participants—all the major players in education—plus concerned parents and both sides of industry.

Discussions are going on now as part of this timetable. Teacher training is perhaps the most urgent subject. "How we can provide adequate professional grounding for young teachers," as Mrs. Williams puts it. A further cutback in overall numbers has been announced and negotiations are continuing over closing more colleges but beyond that the minister is not about to jeopardise her consultations by pronouncing now on the detailed structure of courses or the number and nature of centres for teacher training.

There are talks with the Training Services Agency on retraining unemployed teachers to teach shortage subjects. "The thing about the TSA is that they can fund directly," Mrs. Williams says, "tackling upon her irritation with the present impossibility of doing such things through the DES (page 1)."

There are negotiations as part of the rate support grant discussions to persuade local authorities to give priority to in-service training. In the whole post-16 sector there are short-term plans to mount "every last course" and the longer term, "I'm full of ambitious plans which I won't go into now."

The second grab at the nettles takes the

form of two quick studies being made of best practice—one in comprehensive schools, the other in tackling social deprivation. The time has come, in Mrs. Williams's view, to gather together such information as there is on what has worked well and what has not.

"I want to find out what works and why. Is it the person? The head? If so, can we train them better? Are schools too big? Too small? I want to try to direct the knowledge of the inspectors to the teachers and the L.E.A.s in the hope that if it is made public that will help us to learn more from the people at the blackboard."

She wants to know why some schools cope and others do not, why there is so great a variation and how this may be brought up to the standard of the best. She also asks how duplication can be avoided.

Her third nettle is the examination proposals which are to be studied by a DES Schools Council working party. And this, too, is scheduled for the summer harvest.

But there is one topic near to the minister's heart which is not on this daunting timetable—the independent schools. In a recent interview with *Newstatesman*—about class in Britain, not about education—she said she hoped to see their charitable status ended soon. The legal complications, which it seems may have defeated even Lord Goodman, may make that impossible.

Beyond that what can she do? Nothing. "I have an argument with myself over this all the time. I have a deep belief in freedom—and anyway there has never really been support in my party for abolition."

But, for all that, she recognises that some independent schools are very good though she adds: "Others are very bad, very bad indeed. I should like to get them gone." "Really it is to do with society. I think the most defective thing we have in Britain today is the class system and I'm sorry but I do think that the structure of the independent schools preserves that—more than the old grammar school system did since those schools, working class children did go to those schools."

"The argument about independent schools is different. It is an argument about class. If people are educated separately they are likely to remain separate. They will never mix and I don't think we can afford that."

In the past they upheld a rather splendid ethos, but that ethos is one of admiration for the professions and for the academic, it is one of fear and disregard for industry for the practical. It is not admiring of the new institutions with a technological base but of the ancient and traditional. I do not think that that is particularly helpful to the survival of Britain at the present time."

In Sweden, she says, it strikes people as amazing that management and men send their children to different schools.

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Country matters

A residential centre has been opened outside Wolverhampton to give young children a taste of country life. Report by Diane Spencer. Photographs by Peter Boyce

On a wooded common six miles west of Wolverhampton there is a large, modern building with a thick white wall and a red roof. There is no sign of a school, but groups of small children can often be seen peering curiously at it.

Five minutes' walk away is Kingswood, a residential centre for nursery and infant children which opened in September. Wolverhampton Local Education Authority is the first of its kind in the country for children of this age.

The centre is there to give town children their first view of the countryside and bring to life projects begun in the classroom. Although Kingswood is a residential centre, it is not a boarding school. It is surrounded by fields and the common and overlooks the Wrekin and Ironbridge Gorge.

Its nearness to the city cuts transport costs. Homesick or ill children can be taken home easily. Schools can visit for a day as well as for a night or a week.

An activities room is equipped with the usual primary school apparatus—sand and water, paints, a Wendy house and a guinea pig. Two dormitories take 20 children and a staff wing has two bedrooms. Next door is a huge hall for drama, games and letting off steam.

The centre was converted at a cost of £50,000 from an old holiday camp. It was built in the late thirties, and its design, with its large windows, is a blend of modern and traditional architecture.

Close by is Kingswood School, originally built as a special residential school for delicate children, which now takes mainly children from deprived and difficult family backgrounds. This, says Mrs Margaret West, the inspector for infant and nursery schools who pioneered Kingswood centre, is a happy coincidence.

The young children share the school's swimming pool, clinic and school meals service. The older children from the special school take them for walks and bake cakes for their tea. They have a protective attitude towards the "young ones", says Mrs West.

Mr Barry Silver, the teacher in charge of the centre, and his two assistants spend some of their time teaching in the special school. This helps to forge strong links between centre and school.

During the second half of the winter term the centre will open only for day visits, partly because of the staff's teaching commitments. But Mrs West insists that it is an all-weather centre. There are wellingtons and anoraks for all who need them. The children can go out in all weathers.

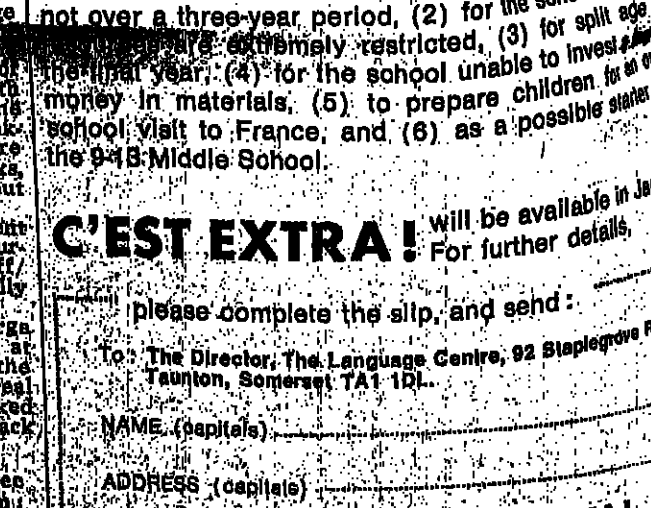
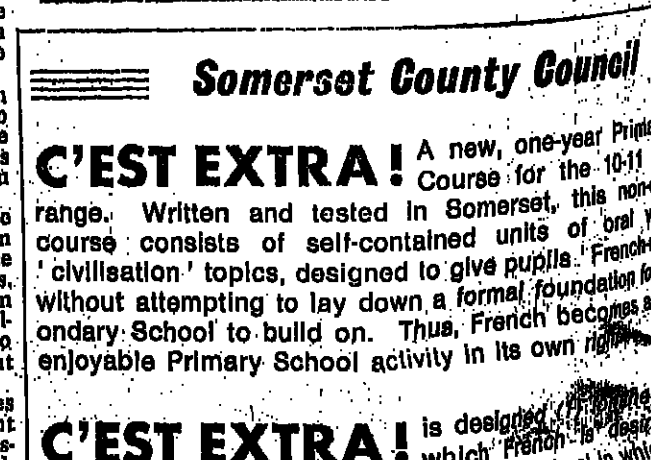
Booking is brisk. Mrs West hopes that most of the nursery and infant children in the area will visit Kingswood. Some schools are more willing than others to take advantage of the centre.

Mr Silver was doing a project with his group on the local area. One boy had been to Kingswood and had seen the guinea pig. Others were measuring the size of tree trunks, drawing leaves or reading about trees.

They had the help of student nursery nurses from Bakers' Free Education College. The staff, said Mr Silver, is usually about one to two.

Julie Forrester, who is in charge of the centre, said that the centre gave the children "a real life and merge to. They all worked much better when they got back to school."

Pleasures, too, measuring tree trunks for their tree, Bakers' Free Education College.



Welsh Office plans truancy count

The Welsh Office is to set up a special unit to collect figures on truancy in Wales, and to find out what local authorities and schools are doing about children who will not attend school.

Mr Barry Jones, under-secretary of state for Wales, said in Cardiff last week that there was no objective standard with which to compare the present truancy rate. The only survey so far had consisted of a one-year census in 1974 and it had no scientific validity.

The Welsh Office had no executive powers, he said. It was up to education and social services departments to strengthen links between home and school and to make sure pupils sent their children to school regularly.

He told a conference called to discuss absenteeism that the curriculum in some schools lacked relevance for pupils who were about to leave and look for jobs. This was one of the root causes of truancy.

Mr Gordon Rees, chief education officer for South Glamorgan, spoke of a Cardiff school with an absence rate of 25 per cent; 300

pupils stayed away from lessons every day.

But delegates also heard of a successful experiment in North Wales where eight policemen and women have been attached to the education departments of Clwyd and Gwynedd full-time to chase the truants.

Chief Superintendent Glyn Owen said that although the scheme had only been operating for two months there had already been a 5 per cent drop in the absenteeism and the juvenile crime rates.

The conference also heard pleas for more education welfare officers and more social workers and for more co-operation between them and the schools to overcome the problems caused by difficult home backgrounds.

Mr Barry Jones said it would not be enough to decide what ought to be taught. They could agree readily enough the aim that every school leaver should be well grounded in literacy and numeracy.

"We will also need to debate the ways and means of achieving this," he said, "and the school child—every school child—that it is worth while and in his own interests."

HMI puts case for balance in science teaching

Physics, chemistry and biology should be replaced in a common curriculum by a single unified science up to the age 16, said Miss Evans, HMI for science, last week.

She told the Girls' School Association annual meeting in London that science-teaching should help pupils to become caring members of society, "understanding what they are doing and appreciating what they are doing."

The content of courses should vary but science must be presented as an observational and experimental activity. Every course should have a balance of pure, applied and general science.

It is essential to maintain continuity in the major science disciplines as long as possible and to delay specialisation, especially between the physical and biological sciences. The curriculum should be towards a broad course throughout the age range 11 to 16.

Miss K. M. Menon, director of the National Advisory Centre of Teachers for Women, said that every girl should have the opportunity to choose their own choice of jobs, but that girls should study science.

"Girls who would not dream of being like their mothers or of being their mother's code, find it perfectly acceptable that they should be bad at maths and science and mum was."

Replacement of typists by machines and the opportunities for working with children, diminishing the birthrate, would force girls to look for careers outside the traditional areas of female employment.

Teachers in science and engineering often involved foreign travel and use of languages and craft jobs. They might be attracted to applications of science and technology in medical engineering, automation and consumer protection.

But girls' backgrounds were often more influential than a teacher's. Miss Menon said, "Schools consider it a success to send a girl to university but the average girl does not."

Ship modelling

Next awards in the National Museum ship model competition will be made in 1979, says the Museum. The object of the competition is to stimulate interest in ship model making, to encourage good use of ship plan service, and to encourage even higher standards of modelling.

Ship modelling

Ship modelling

'Common Market of brains...'

Europe's first international postgraduate university opened this week

Eleven postgraduate students from Britain are enrolled at the new European University Institute which was formally opened in Florence this week to laureates from heralds in Renaissance costumes.

There are three Britons on the academic staff. The institute, Europe's first international postgraduate university, was set up to create a "common market of brains and intelligence" to accompany economic and, eventually, political integration. Its principal is Mr Max Kohlermann, a former Dutch and EEC diplomat.

The British students are from Kingston Polytechnic, Heriot-Watt, London, Aberdeen, Edinburgh, East Anglia, Oxford, Manchester and Dundee. Four are researching in history, three in law and two each in politics and economics. Their grants are being paid by the British Government.

The total number of students is expected to increase during the next six years to about 300. For 1977 there will be 24 places for British students.

The Britons on the academic staff are: Professor Charles Wilson, professor of modern history at Cambridge and now head of the Institute's history and civilisation department; Mr Peter Ludlow, who taught history at London until moving to Florence; and Mr Kenneth Humphreys, the former librarian of Birmingham University who is now the Institute's librarian.

The idea lay fallow for many years and was only taken up again in the late 1960s. By then it had become clear that the idea of a full-scale international university with students from widely differing educational, national and linguistic backgrounds would be impracticable, and that the best contribution could be made by a postgraduate institute.

At present it has four departments—history and civilisation, law, politics, and economics. Research projects include the study of the economic, social and cultural aspects of the North Sea, European integration and the evolution of human rights and political parties in the various member countries. It will grant its own Ph.D.s.

The emphasis is on inter-disciplinary and comparative study and the teaching is done exclusively in seminars. There are no formal lectures. The Institute is multi-lingual and researchers are expected to be able to work in at least two of the Community's languages.

Professor Geoffrey Hand, from University College, Dublin, is a member of the law department. The teaching staff is expected eventually to rise to 50.

Mr Gordon Oakes, Minister of State at the DES, represented the British Government at the opening ceremony in the Badia Fiorentina, a converted fifteenth-century monastery. It was attended by the Italian President, Signor Giovanni Leone.

Other British representatives included Sir Alan Campbell, the Ambassador to Italy; Lord Royle, vice-chancellor of Leeds University; Mr Ralph Tomney, from the DES; Mr A. J. Mitchell, Scottish Education Department; and Mr D. M. Carson, Department of Education, Northern Ireland.

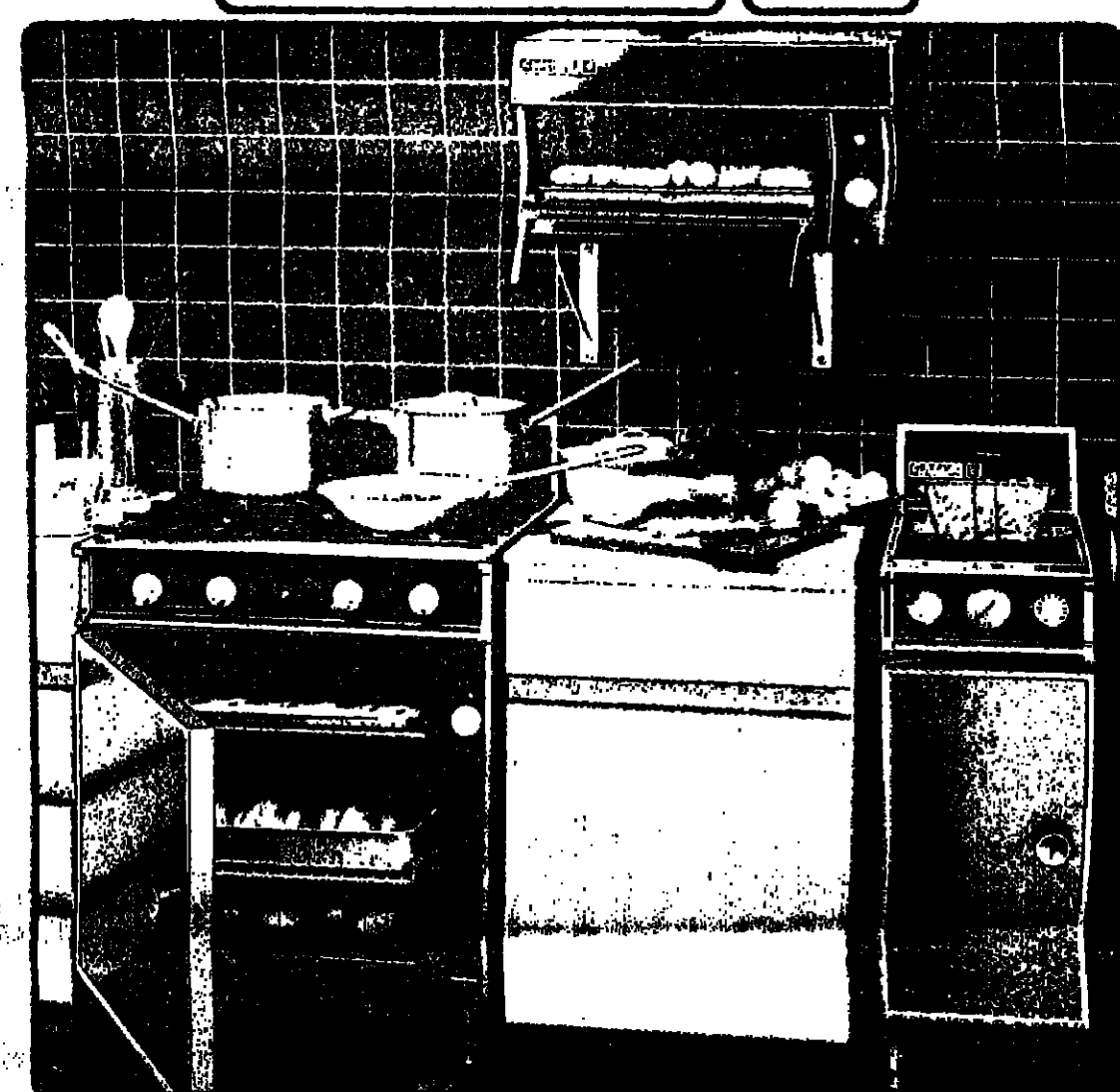
Mr A. Rosenstand Hansen, president of the Institute's high council, or governing body, described the occasion as "an historic date for European civilization, and a milestone on the road that should lead to the unification of Europe."

A European university was first proposed at the Messina conference of EEC foreign ministers in 1955. The dream was to review the kind of truly international university that existed in the Middle Ages.

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Lydia Baker, a fifth year pupil at Vyne Secondary School, Basingstoke, feeding five tortoises hatched in the school incubator.

How to help 'floundering' new recruits

Special courses should be laid on to safeguard schools from the inept new teacher, says the National Association of Schoolmasters' Union of Women Teachers this week.

"Inept teachers must prove harmful to the interests of schools", the union argues in a leaflet entitled *Induction year and in-service training*. "New teachers who are handicapped from the start by inadequate, possibly non-existent induction provision will certainly be subject to great personal stress and it would be surprising if their floundering activities were not to prove a significant factor in the further deterioration of pupil behaviour."

The NAS-UWT fears that the idea of an "induction year" may be abandoned, unless teachers are prepared to accept a reduction in staffing.

In-service training is especially important to teachers who might otherwise suffer a nervous breakdown, the leaflet says. "The cost of training replacement teachers is much higher than the cost of giving sabbatical leave to all teachers."

Induction and in-service training, NAS-UWT, Swan Court, Hemel Hempstead, Herts.

Another boost for 'maths by numbers' project

Further support will be given to the Inner London SMILE project—the Secondary Maths Individualized Learning experiment run from the Ladbroke Maths Centre. The ILEA Schools Sub-committee agreed at a recent meeting that two further advisory teachers should be seconded to the work.

The project offers about 500 self-instructional work cards for 11 to 16-year-olds, each graded for level and classified according to the progress. This includes a list of the cards completed, level of attainment, dates of starting and finishing and test scores.

At the moment most of the tasks relate to work cards but Mr Goldstein said they were trying to incorporate other work in the scheme such as pre-recorded television programmes. They already use some parts of the School Maths Project textbooks and materials produced by other maths curriculum development projects, each assigned a number and level in the SMILE network.

"SMILE is more than a materials producing scheme", he said. "We are fitting together teachers' own ideas (which may be on Bantia sheets that have been in the cupboard for 10 years) with the work of other projects."

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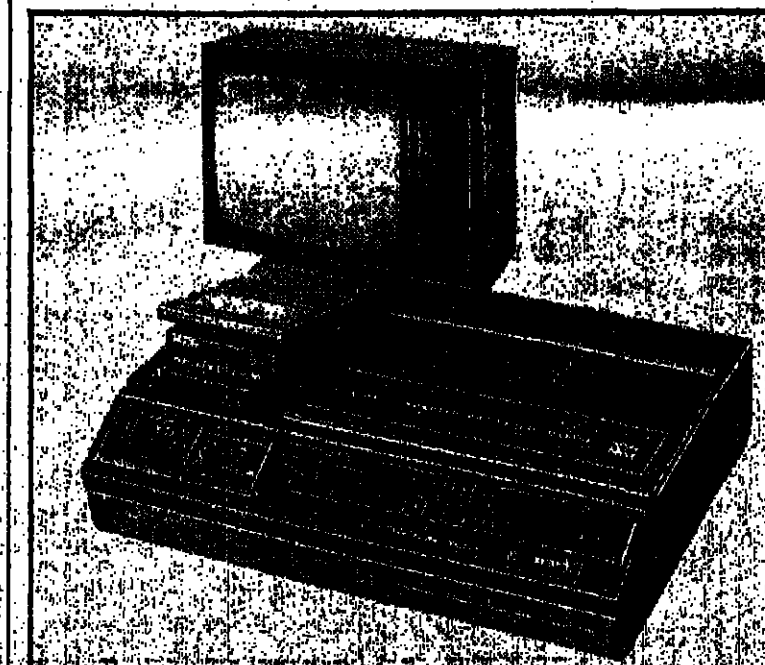
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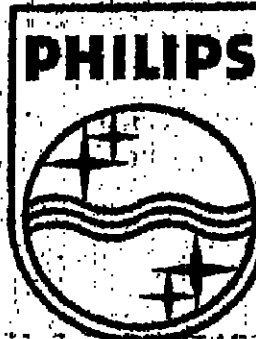
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SCHOOLS PROM 1976

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West Germany

Bonn urges creation of more comprehensives

by David Dungworth

Education Ministers in the Opposition-controlled *Länder* have urged to increase the provision of comprehensive schools in their states.

The appeal, by Professor Reimut Jochimsen, State Secretary at the Federal Ministry for Education and Science, comes as the first phase of the introduction of comprehensive schooling in the Federal Republic is drawing to a close. In 1969 the *Länder* Education Ministers accepted a recommendation by the now defunct *Bildungsrat* (Education Council) for a seven-year experimental period to investigate comprehensive education.

During this time the number of fully comprehensive schools has risen to a modest 150 and they are now attended by about 160,000 pupils—only 3 per cent of West Germany's 10 to 16-year-olds. Hesse leads the list with 65 comprehensives, more than four times as many as in the Opposition *Länder* altogether. In West Berlin they are legally recognized as the normal type of secondary school, in the other *Länder* they have the status of "experimental schools".

Courses in each subject are provided at A, B and C level, corresponding roughly to the standard of work in the traditional grammar, intermediate and secondary modern schools. Pupils learn in groups according to their ability in individual subjects.

Depending on final year performance, school-leavers are allowed to go on to the sixth form of a grammar school or obtain a leaving certificate equivalent to that awarded for satisfactory completion of either an intermediate or secondary modern school.

They are popular with many parents. At the beginning of the

present school year there were 13,019 applications for the 7,365 first-form places in North Rhine-Westphalia's 27 comprehensives. Additional attractions are their newer and more lavishly premises, the greater range of subjects they are able to offer and their better staffing ratios—the 3 per cent in comprehensives are taught by 4.4 per cent of the teachers trained for secondary schools.

But the high cost of building and staffing new comprehensives and second thoughts about their educational efficiency have caused even the Education Ministers of Hesse and North Rhine-Westphalia to cut back on their earlier expansion plans and substitute a period of consolidation up to 1980.



West Berlin: comprehensives, the norm.

South Africa

Compulsory school for Blacks goes ahead

JOHANNESBURG While African schooling in many parts of South Africa continues in disarray because of the prolonged unrest and large-scale absenteeism, and in particular the widespread boycott of the year-end examinations, the Department of Bantu Education has announced that it is going ahead with plans for the early introduction of the first instalment of free, compulsory education for African children. The new system, applicable to all schools under the department, will be introduced in seven stages starting within the next two years.

Louis Tloze

Republic of Ireland

Union bans out-of-hours supervision

from our correspondent

DUBLIN The Association of Secondary Teachers (Irish) has issued a directive to its 6,500 members instructing them not to participate in voluntary activities outside classroom hours. The move will dramatically reduce or even terminate a wide range of activities including sport, clubs and out-of-school journeys.

The ASTI, whose members form the bulk of the staff in the Republic's 500 secondary schools owned and controlled by Church authorities, has taken this decision because of a number of long-standing grievances against their employers.

The work-to-rule will be all the more effective because no formal agreement has ever been reached between teachers and employers about the appropriate level for non-classroom activities.

The last time the teachers took such action was four years ago, in pursuit of their claim that in any school in which a priest or member of a religious order was principal, in effect this meant the huge majority of schools were under the control of the Church. The action eventually succeeded, although the Church authorities have been slow to concede the principle, the practice is now well established.

The latest confrontation has three main ingredients. The first is the teachers' rejection of the Church authorities' plans for boards of management (TES November 5). The second is that demand for a new contract of employment, and the third is the teachers' anger about the lack of appeal mechanisms in dismissal cases.

The latest two grievances are of long standing. The ASTI has been looking for a new contract of employment for a decade now. But the employers' action in publishing a blueprint for new boards of management, prepared without any involvement from the teachers, also triggered off the new wave of teachers' militancy.

Italy

Number crisis limits may be on way

from Dalbert Hallenbeck

As the number of Italian university students grows, one million more, the government is considering the possibility of introducing limits on first-year university enrolments.

In the past few months, Minister Giulio Andreotti, Minister, and Signor Francesco Malferi, the Minister of Education, have publicly reiterated the need for a more rational and increasingly necessary curbing of the number of students entering university. Last month at a meeting held at Bologna, Signor Andreotti announced that a new law would definitely be introduced to limit the number of students entering university in the future.

When the Italian government opened this month its 150,000th university place, it already has the lowest rate of growth in the world. By 1980 the rate is expected to be 1.7 per cent, a very real possibility of a recession.

But even more serious is the decline in the number of students entering university. In 1972, the year of the last general election, the number of students entering university was 17 per cent of the 1965-66 level.

Overcrowding in such facilities as law, medicine, and engineering has become a serious problem. In some times, job opportunities are drying up, and the government is becoming increasingly concerned with the quality of the education being provided.

Signor Andreotti has announced the introduction of a new law to limit the number of students entering university. The law will be used to enforce the number of students entering university. The law will be used to enforce the number of students entering university.

OECD calls for use of buildings

Diservice training and senior and experienced workers to cooperate with the young people in the use of buildings.

The report emphasizes the need to coordinate the use of buildings with the overall policy of the government. The report also emphasizes the need to coordinate the use of buildings with the overall policy of the government.

Doubling up on the use of buildings is a necessary step in the development of a new system of education and training. The report also emphasizes the need to coordinate the use of buildings with the overall policy of the government.

Scandinavia

Budget boost for nurseries

from Mike Duckenfield

STOCKHOLM

Vocational and nursery education are to receive priority in the Norwegian government's legislative programme for the coming session. Education spending is to rise 17.5 per cent to 6,795.6m Nkr (£800m) compared to 11 per cent last year. The programme spending will go up by 21.1 per cent overall.

The programme proposes continued steps to stimulate youth employment, expand further education on a recurrent model and increase support for research into working conditions. Although unemployment is curbing at only 1.1 per cent and the number of jobs (16,700) is 2,700 fewer than a year ago, it is 1,000 more than the average for the corresponding period between 1976 and 1974.

During the next session, the last before next year's general election, Mr Olov Nordli's Labour government also aims to present reports on increased support for day nurseries and the development of special education with increased funding opportunities for the handicapped at all levels.

While education will lag behind general state spending in Norway, it is to receive priority in Finland. Despite a sharp break in spending, next year's increase to 11.7 per cent, education expenditure is expected to rise 17 per cent to 6,066m Fmk (£55m).

Comprehensive school spending is to go up by 25 per cent in an attempt to speed up implementation of the changeover from the parallel system of state-subsidized municipal schools and lower and secondary schools to the new comprehensive schools to the new comprehensive schools.

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Michael Binyon, North America correspondent, looks at the plight of the American Indians in the United States

Reservations about the white man's culture

WASHINGTON

As part of the government's increasing concern over the most disadvantaged of all ethnic groups in America, grants totalling over \$22m have just been announced to improve the education of Indians.

Some 219 grants have been made to Indian tribes, institutions and organizations and to higher education colleges to meet the special needs of Indians, and train more Indian teachers.

Earlier this year more than 1,000 awards totalling over \$31m were made to municipal and secondary schools, and in August 20 education projects run by Indian tribes were rescued from a cut-off of funds by special legislation passed by Congress.

Grants are made under the Indian Controlled Schools Programme, special programmes for Indian children and adults and the Educational Personnel Training Programme, all authorized under the Indian Education Act of 1972. Altogether about \$152m in grants have been spent to improve Indian education since the act.

Most of the grants just announced will be spent on bilingual and bicultural education, curriculum development, reading, tutoring and counselling. The largest in this category—nearly half a million dollars—will enable the Lac Courte Oreille Chippewa tribe in Wisconsin to offer native languages, crafts and folklore along with the more standard school curriculum. The smallest grant of 20,000 dollars will help the Quileute tribe in Washington state to revive its native language on the reservation and publish a Quileute dictionary as well as other classroom materials.

Indian-controlled schools on or near reservations in 13 states have been given over \$3m to make school life more rewarding. At one school in Wyoming, for example, the children will have 15 members of the Apache and Shoshone tribes working with teachers to make their own languages, crafts and history part of daily classroom activities. The Navajo tribe will use the money at a demonstration school in Arizona to hire tribal consultants and create bilingual courses that can be used by schools on other reservations.

Grants have also been made to improve adult Indian education. Again, the main thrust is bicultural and bilingual courses, but an important aim is to help Indians adjust to living in cities rather than on reservations.

Indian education has lagged far behind that of all other minorities in America. "The rate of success of Indians at universities is astonishingly low—an estimated 90 per cent drop out before completing their courses. Some universities—such as Brigham Young, the Mormon institution in Utah—have made great efforts to keep Indian students. Brigham Young enrolls 500 Indians from 70 different tribes, but even there the drop out rate is around 70 per cent."

The enduring obstacle to Indian education is the reservation system. Tribal patterns of life do not mix with the formal academic structure, and for many years Indians did not want special efforts to be made to get them into white schools; they wanted to be left alone.

The enduring obstacle to Indian education is the reservation system. Tribal patterns of life do not mix with the formal academic structure, and for many years Indians did not want special efforts to be made to get them into white schools; they wanted to be left alone.



Modern America is still often an alien culture.

The Mormon Church, which runs an Indian placement programme, finds it necessary to place pupils between the ages of eight and 18 with foster Mormon families for most of the year, allowing them to return to their reservations only in the summer holidays. Prolonged exposure to mainstream American culture is considered essential in ensuring Indian students' success at college level.

In the last few years the government has become more openly interventionist, as the Indians themselves perceive absolute action on reservations severely limits their opportunities.

This summer the United States Office of Education offered the first fellowships to Indians wanting to qualify in law, medicine, engineering and other professional fields; it provides money for four years' study for 50 students. The office also decided to exempt Indian students in Alaska from financial assessment when determining their financial aid needs in an attempt to improve post-secondary education opportunities. Indian studies have been started at some universities and it is now

possible to study many tribal languages, but such programmes still lag way behind black studies and other ethnic study courses, and the number of Indians holding doctorates is very small.

The plight of Indian students was vividly expressed last year by a four-year student from Montana. Speaking to two Congressional committees reviewing funding for higher education, Mr Dallas Howard said:

"I started at the University of Montana in 1971 at the age of 18, and there were less than 60 Indian students, where today there are more than 250 attending. But many of them have gone back to the reservation in frustration and defeat due to the inadequacy of funding. Many have tried, and still are trying, to run the gamut of higher education in a foreign culture and society."

Less than 20 years ago my reservation had only two tribal members with a college degree. Now we have over 130 tribal members attending various colleges and universities in this country. So we need more funds to meet adequately the needs of the first American on this continent."

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Sport

Pat on back for Dolphin girls

by Stanley Levenson

Girls at New Hays Comprehensive School, Liverpool, are the brains behind the increasingly successful learn-to-swim Dolphin Trophy scheme for primary schools.

And early next month Coca-Cola, sponsors of the scheme, are to give the commercial department of the school a cheque with which to buy audio typing equipment.

Mr Frank Hardman, the head, says the Dolphin administration work is part of a programme of giving the students jobs that are related to the real world. They go to offices and commercial establishments in Liverpool.

Mr Robert Harland, of Coca-Cola, says the New Hays girls, under the general direction of Mrs Ruth Roberts, head of the commercial department, are "very, very efficient and hard working".

This year they have had more than ever to do. The number of children who achieved Dolphin awards rose by more than 1,000 to 54,500. The test for the award is the ability to swim 25 yards—enough to preempt panic in the water or to reach safety in rivers, ponds and canals where most drownings occur.

More than 600,000 children have learned to swim under the Dolphin scheme since it was started in 1963 and many of them have gone on to reach higher standards.

Within the Dolphin scheme there is a competition to encourage a high rate of participation and success and, by increasing the distance to 200 yards, to give schools of a high standard a good reason to remain in the scheme.

There are five sections in each age category according to size of school. Many who were successful last year were again among the winners this time. The Convent Prep School, Gravesend, won in all three groups—dolphins (11 to 12), junior porpoise (nine to 10), and



Gary Salisbury and Kim Daniels keep a firm hold on the Dolphin for their school, Kents Hill Junior School, South Benfleet, Essex.

infant porpoise (seven to eight).

Kents Hill Junior School, South Benfleet, Essex, and Padiham Green C of E School, Burnley, won for the second successive year in the dolphin group. Other winners were: Dolphin—Norbury Booths Junior School, Knutsford, Cheshire; Altham C of E School, Altham, Lancashire; and Simonstone C of E School, Burnley.

Junior Porpoise—Kents Hill Junior; Morgans Walk School, Hertford; Crescent School, Rugby;

Cleveland House School, West Yorkshire.

Infant Porpoise—Hale Junior School, Hesse, Northamptonshire; West Ewell First School, Church Lawford, Cambridgeshire; Chew Stoke School, Somerset.

The whole Dolphin programme is organized by Mr Don Hunt, of Hunts Cross County Examination Standards, Liverpool, on behalf of English and Welsh Swimming Association, the backing of Coca-Cola.

Boys reach top in handball

Two boys still at school and four others who have just left are in the senior British handball team for the Group C world championship matches in Lisbon next week.

All six were stalwarts of the schools team and played in this year's international, against Scotland, at the beginning of last year.

Russell Bolton and Simon Weaver, both 17, are still at Wirral Grammar School. The other four are Tony Davis (ex-St Martin's School, Brentwood, Essex) and Larry Beard (once of Stenfield School, Essex), who have played for Britain at adult level, Stephen Jones (formerly at St Edwards College, Liverpool) and Chris Unett (ex-Nuneham College).

This accent on youth, part of a build-up towards the 1980 Olympic Games in Moscow, is mainly the responsibility of the new national coach, Mr Mike Briers, chairman of the schools association and a teacher at Wirral Grammar School.

But the more immediate aim is to give British handball a more eight years old, a taste of international competition. The Lisbon tournament is for third-ranked national teams. The top three will move on to Group B in Austria in February, aiming for one of the top six places. This is an entry to the elite Group B competition in 1978, which decides

Scots girls take to cricket

Schoolgirls, housewives and a military extended Scotland's first official ladies cricket training centre in the National Sports Training Centre, at Edinboro, at the weekend.

Besides training and practice under the eye of David Wilson, the Scottish Cricket Union's national coach, one of the first lady cricketers, Mrs J. M. Wilson, of the Scottish Cricket Union, was also present. She is a former international cricketer and a member of the Scotland women's national team.

COURSES

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Can real comparability of examination standards be attained between different boards and different years?

A. S. Willmott argues that the attempt has to be made

There has been much correspondence in recent months about comparability of examination standards. Some people have been trying to make over-generous interpretations of the findings of studies on this topic, calling for searching investigations. Others have been suggesting that many of the issues of comparability are not amenable to study, statistical or

A number of assumptions are made about examination grades which have not been examined. For example, equivalent standards are explicitly assumed between the examining boards and between years. To argue that variations in syllabuses in the same subject from board to board or year to year complicate the investigation of a comparability of grading standards is to state the obvious. It does not follow, however, that the assumption of comparability is not valid, since the grades awarded would be little general currency if this were the case.

When considering different subjects, comparability is at the same time different and yet very similar between years and boards. So far the certification of subject grades is concerned, no mention of any difference in grading standards between subjects is made. This may be defined as made. Requirements for school leavers often make the need for satisfactory grades a number of subjects (actual subjects specified). At 16-plus the general requirement is five passes in the GCE examination, at least two of which must be at A level—again no reference to the particular subjects concerned. Thus in some senses (and this is the major problem) the assumption of an equivalence of subject grading standards is again made.

In all the paper chasing at 16-plus, 18-plus it may be that examination grades, often taken to be far more meaningful and reliable than they really are, are interpreted by the users in an intelligent way. In many spheres this undoubtedly the case, but most users of public examination grades do not feel they should have the need, let alone the experience or the time, to worry about which board or which year the subject grades relate to. There is a very long case for accepting that examination standards are of suitable case for argument, especially if there is any feeling that all may not be well.

The investigation of grading standards between boards is a task which is not only and one in which it is all too easy to become remiss from reality. Grades might be expected to obtain

similar grades if they followed, with the same diligence, the syllabuses of different boards and then took the relevant examinations, if the board's examinations were graded at a comparable standard. By definition, therefore, the issue of comparability cannot be explored directly and in a definitive manner, since the exposure of pupils to one syllabus and examination changes them before any exposure to another. It is all a matter of what would they have done if they did, even though they did not.

The various solutions to this dilemma depend on the particular preferences of those concerned in the investigation, and will not be argued here. What is of importance is that assumptions must be made before any study of a comparability of subject grading standards may be carried out. Most of the debate on comparability procedures relates to the nature of these assumptions and to their correctness, since they may often not be able to be put to the test, no matter how elegant a study is mounted.

How then is the issue of comparability to be resolved when different boards do have different syllabuses? The differences are healthy in subject terms since, by allowing a variety of choice, ossification of subject matter is avoided. But does it really leave the arguments about comparability of grading standards at a stage where they cannot be resolved? If the answer is really in the affirmative, then examination grades can have little currency from one board to another, and the fact should be established and, more important, recognised. If this is not seen to be the case, then the present assumptions regarding the generalisability of subject grades may stand, but comparability in some sense, need to be seen to be achieved.

The way in which comparability may be achieved, since grades with no common national currency would not be an acceptable solution in any public examination system, is, of course, debatable. The former subjects as harder than the latter accordingly. It is strange that many of those in the examination field, although



expressing implicitly in so doing that the grades are both meant to be and are able to be rendered comparable in some sense.

Differences in curriculum content or educational objectives need not necessarily lead to differences in grading standards, but the sense in which these standards are established is a delicate issue. Given that examinations at 16-plus attempt to establish grades which are in reference to a given quality of work, then to attain a given grading standard entails only the recognition of this quality of work. Meetings of examiners between boards and cross-moderation studies help to spread the *idée fixe* of subject reference points, which may be translated across the boards in terms of different syllabuses.

The point of issue for studies of comparability is whether such attempts at a transfer of standards succeed. This can only be investigated indirectly, either by using subject experts in a checking exercise, or by using a methodology based on some kind of external information (such as is used by the National Foundation for Educational Research). Both approaches are to be encouraged, since some different assumptions are able to be made in each case. It is comforting that, in the past, these different approaches have yielded largely similar results, since some tend to be very much more efficient in financial terms than others.

It is tempting to extend the above arguments into the field of comparability between subjects, but the conceptual problems which abound in both board and year comparability are considerably added to in this context. In spite of this, teachers in schools usually recognise that "of course" some subjects have a high calibre entry of candidates as opposed to others. They also generally accept that the grades awarded to candidates entering such subjects are often, on average, worse than those awarded to candidates entering the other subjects, rating the former subjects as harder than the latter accordingly. It is strange that many of those in the examination field, although

not all, find it difficult to accept this interpretation, so common in schools.

Subjects rated as harder than others are also those tending to become less popular in schools generally; perhaps both pupils and teachers are learning where the best choice of options lies for those pupils other than the most able. As to the reasons behind the facts, this is another matter, and it is doubtful whether the topic could ever be completely resolved. However, the facts remain to be explained, since one interpretation is that of different grading standards between subjects.

A proliferation of syllabus material is to be welcomed since, for any teacher in a given school with a given organization, there will be some syllabuses which will be more readily communicable to the pupils concerned than others. This does mean that a rather wider-based definition of examination standards may need to be recognised. Perhaps one based more on educational objectives and subject abilities rather than on syllabus content may have an appeal.

It is not possible to achieve a strict comparability of standards if achieved is just not possible without a tight central control of syllabuses and examinations. It is to be hoped that schools will continue to demand a choice of subject material and, therefore, in order to attain and to maintain subject grading standards, new techniques, such as the coordinated banking of mutually acceptable examination material, may need to be developed.

It is very likely that a structure for the administration of public examinations which approximates to that which we have at present will remain with us for some time to come. In such a system, an investigation of a comparability of subject grading standards is not something which can be put to one side.

A. S. Willmott is principal research officer in the examinations and tests research unit, National Foundation for Educational Research. He is writing here in a personal capacity.

Beyond the measuring tape

Colin Peacock

assesses the contemporary relevance of the ideas of Edmond Holmes, the Chief Inspector at the Board of Education who in 1911 attacked the teaching methods he had witnessed during the previous thirty years

At a time when data and interpretations of educational research proliferate, new concepts and terminology abound, and opinions and arguments become more complex and multiply, a return to some influential writers on education at the turn of the century can be stimulating and helpful. Most were motivated by a profound dissatisfaction with contemporary education, and their writing, at its best, is filled with insights still relevant and a refreshing simplicity and directness. Edmond Holmes' book *What Is and What Might Be* (Constable 1911) is a good example.

Holmes, who was one of the most influential apostles of the New Education at the beginning of the century, wrote his book as a reaction against the practices he had witnessed in elementary schools as Chief Inspector at the Board of Educa-

tion. The second part ("What Might Be") is rather dated; in it Holmes describes "Egeria's" school in "Utopia" (claimed to be a real teacher in a real school), where the doctrine of original goodness is accepted and every child grows up naturally and happily, his instincts cultivated by a self-effacing teacher. It all appears rather unconvincing.

But the first part ("What Is") makes a different impression. It is a forceful attack on the prevailing model of education in state elementary schools, with its demand for visible, external results, its use of rewards and punishments, and its "path of blind, passive, mechanical obedience". The dominating purpose of elementary education was to ensure that the child was able to produce certain outward and visible results—"to do by himself what he has often done, either in imitation of his teacher or in obedience to his repeated directions". And examina-

tions were used to test "the impression some kind of expression, thus the teacher as indicated by the impression of his class".

It is a bleak, dispiriting picture, but one not without value today. However, Holmes takes place "in the child's heart" and soul, beyond the reach of any type or weighing machine.

Holmes maintained that the error of traditional schooling was the assumption that these faculties developed independently. In his perceptual faculties—those that "the teacher felt he needed"—those that "give out". According to Holmes, they are interdependent; the young teacher extolling the virtues of the other. When the child is something for himself, he must

perception some kind of expression, thus the teacher as indicated by the impression of his class".

Perception and expression are not two faculties, but one. . . . Each, when divorced from the other, ceases to be its own self. When perception is real, living, formed with personal feeling, it must find for itself the outlet of expression. When expression is real, living, formed with personal feeling, perception—the child's own perception of things—must needs be behind it.

Holmes is putting forward here a view about education, the implications of which are important. Recently, in a sixth form lesson in an English school, I listened to an enthusiastic young teacher extolling the virtues of the other. When the child is something for himself, he must

There was virtually no attempt by the teacher to encourage the students to articulate their own perceptions of the novel, to persuade them to develop, clarify, support what they were saying. Their response was almost entirely passive and unenthusiastic. The teacher talked fluently with enthusiasm; the class listened and absorbed.

From my experience as an English teacher, I can say that this is a common scene. The teacher's role is to present the material; the students are to receive it. The teacher's role is to present the material; the students are to receive it.

is at issue, of course, is the "profit" that such instruction achieves. Holmes maintained that the value of education lies not in the production of visible results, but in the development of the individual. The teacher's role is to present the material; the students are to receive it.

teachers will agree that knowledge is at the heart of education. But what is the nature of that knowledge? Holmes argues that it is not a collection of facts to be memorized, but a way of thinking and feeling that is developed through experience and reflection.

and that by means of these acts of perception, my conclusions became my thinking and understanding. And once started, the process becomes one of continual cognition. Unfortunately, as the knowledge and understanding in this way the gap between the child and the teacher widens, making communication between them more and more difficult.

brings us back to the lesson in *Joseph Andrews*. In this particular instance the teacher was probably learning from a result of the lesson. She was expressing fluently and to many aspects of the novel

she had perceived as being of interest and importance to her. The effect of the lesson on the students is more problematic. How meaningful and significant was the content of the lesson to them? Was it opening up new vistas of experience and understanding? Or was it merely a cynical exercise in exam preparation?

The role of the teacher, then, is neither to pass on what he himself has perceived (the well-known metaphor of filling empty pitchers), nor to lead his pupils gently towards his own conclusions, the "right" answers, by more subtle means. My own confidence as a teacher was shaken some years ago when a visitor to the school suggested that an educational charade began every September, when children throughout the country intuitively summed up what their new teachers required as regards work and behaviour, and were content to supply what was expected of them, be it grammar exercises or creating writing; it mattered little to them, for the process affected their lives outside school not one jot.

This suggestion was confirmed for me shortly afterwards by an able O level candidate who wrote an excellent essay on *Sons and Lovers*; not only was it accurate, fluent and well argued, but it also had behind it the ring of truth, interest and enthusiasm. I congratulated him, and was pleased he was obviously enjoying the book so much. Fortunately for me, he was honest; he disliked the book; it was boring; but he knew writing an essay like that would get him a good mark. It did, and a grade A in the final exam. The arguments and examples I had approved of were mine; the enthusiasm was feigned.

Most teachers will recognize the problem. Pupils learn to distrust their own perceptions early in their educational careers. There are "right answers" to be found, and their role is to please the teacher by supplying appropriate responses and behaviour. Yet the presence of the teacher is not unimportant. Certainly, for Holmes, the teacher had a vital role to play.

"Once we realise that expression is the other self of perception, it becomes permissible for us to say that to train the perceptive faculties—the faculties by means of which man lays hold upon the world that surrounds him and draws it into himself and makes it his own—is the highest achievement of the teacher's art."

The crux of the problem for the teacher is the creation of a classroom environment which encourages a genuine and sincere response, but which is not based on an understanding and sentimental acceptance. Although it may be desirable to encourage pupils to say what they really feel or think to articulate their own perceptions, it is quite possible for the teacher to believe that a pupil's perception is mistaken. Consequently, it is equally important to be tough-minded and demand clarity, accuracy, arguments and evidence. This precarious balance between respect for and acceptance of what the pupil can offer, and a demand for something more lucid, explicit, and justifiable, is at the heart of the teacher's role.

Unfortunately, when you believe someone is mistaken, it is much easier to tell him so plainly than to help him see where his error lies. I can suggest no fool-proof method of assessing when this precarious balance has been achieved, beyond fallible intuitive judgment. However, though the balance may be precarious, and achieving it fraught with difficulties, the attempt is worthwhile, and the attainment satisfying, for both teacher and taught.

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Odd country out



Last month the TES published an article on the continuing use of corporal punishment in Scottish primary schools. Here Judith Hart, MP for Lanark, recalls an earlier campaign to get rid of the tawse

Once upon a time (but this is a true story) the parents of a small boy due to begin primary school in the small town of Milngavie, Dunbartonshire—now part of the Strathclyde Region—discovered to their horror that the tawse was commonly used in the infant classes, and had even been known to be deployed on the first day at school if a child did not "speak up" when he was asked his name. They were parents who believed that education is to be greatly enjoyed; that happiness assists the learning process; and that the use of violence as a method of achieving an orderly and peaceful society is outrageous. In any case, they were of the troublesome breed of political activists. So they reacted with a certain vigour.

In the local Milngavie Labour Party they moved a resolution to the effect that corporal punishment should no longer be allowed in the schools of the country. They didn't think it should be allowed at any age, but they felt it sensible to concentrate in the first place on the young children. Slightly to their surprise, the resolution was carried. It then proceeded to the meeting of the Federation of the Constituency Labour Parties in the county, which in those days was the policy-making body for the majority Labour group on the county council. After a substantial and lively debate, the resolution was carried by a majority of 200 to 100.

In terms of party constitution and practice it was binding upon the Labour group; and in Dunbartonshire the practice was strictly honoured. Accordingly, the Labour councillors tabled the resolution for the next meeting of the county education committee, which contained a number of co-opted members from the churches and the educational world. By chance, a flu epidemic was at its height, and many co-opted members were absent.

James Carson, who moved the resolution, was fully briefed by the Harts (for I can no longer conceal identity) and quoted the full and devastating dossier which they had obtained from the International Bureau of Education in Geneva, which had clearly been sufficiently stirred by their inquiry to produce it for them: it was a four-page typed letter to them; it ranged the world and gave not only the current practice but also

public attitudes and policy intentions about corporal punishment in schools, not only in countries of Europe, but in the Middle East, the Americas and elsewhere.

In every other country the verdict was at worst: "corporal punishment still practised, but against public disapproval" or "still occasionally practised but officially prohibited and publicly disapproved"; and, at best, "forbidden by law and not practised". It had been shameful to read the verdict on Scotland: "officially permitted and publicly approved; no indications of change".

Whether as a result of Mr Carson's persuasion or the Labour group's discipline, or the absence of the co-opted members, the resolution was again carried by one vote, and received the formal endorsement of the full county council a little later.

Then the heavens broke asunder. The director of education for Dunbartonshire (and let us not suppose that he had sabotage in mind) issued a curt instruction to all teachers the next morning. All tawses were to be locked away in cupboards. Full stop. There was no explanation of the case, no guidance, no advice; no normal delay for consultation before implementation. Teacher reaction was explosive. And by now the media had become intensely interested. For the press and television, all the necessary ingredients were present for a nicely long-running reporting of conflict. Interviews, articles, leading articles, statements: they flowed like lava from this volcano of strife. Professors of education explained that yes, corporal punishment was a bad thing, but, on the other hand, it was not really for parents or politicians to stop it, and in any case the young teachers were coming out of training colleges with newer methods, and the tawse would die a natural death in time.

Headmasters explained that without it classes of seven-year-olds would destroy the social fabric of the school. Teachers said this education would come to a halt if they were deprived of the use of the strap at any age, even at 15 or 16. Children were said to like the strap, and their parents were said to approve of it.

While all this was going on, the EIS (the Scottish equivalent of the NUT) had not been standing idly by. A few months earlier, there had been a ferocious battle on salaries between the EIS and the education authorities, and Glasgow and the West of Scotland had reverberated to the sounds of fury from the largest meeting ever of teachers gathered in protest in St Andrew's Hall—about 200 of them. Now there was another meeting of protest about the Dunbartonshire decision on corporal punishment. They came by bus and by rail and by boat across Loch Lomond—500 of them.

At the meeting of the education committee reversed the decision, and the tawses came out of the cupboards. There were consequences, however. Reformers in Dundee successfully put through a phased year-by-year programme to end corporal punishment in primary schools—which is what the Harts should have done, and probably would if they had thought for a moment that their Milngavie Labour resolution would chalk up such "victories".

It was all 23 years ago. And that is too long.

If teachers feel insecure without the tawse, as they clearly do, then let there be a gradual transition, following a new school intake through the school. But let it be clear that since they are among the only teachers in the world who feel such insecurity without the adoption of physical violence, either Scottish small children are quite different from other small children or there is something different about them. Which is it?

Holmes hit out at methods which demanded blind, passive, mechanical obedience

Economics spectrum

Catherine Basham

Pricing Policies for Public Enterprises. By Michael G. Webb. £1.95. 333 18939 6.
Relative Income Shares. By John King and Philip Regan. £1.95. 333 18454 8.
Agricultural Economics and Rural Land-Use. By M. J. Stabler. £1.50. 333 12700 5.
Monetary Policy. By Douglas Fisher. £1.75. 333 17477 9.
Theory of Capital. By J. A. Kregel. £1.75. 333 16714 7.
The Idea of Social Choice. By David J. Mayston. £1.25. 333 13666 7.
The Economics of Crime. By H. V. Anerson. £1.95. 333 16899 2.
Macmillan Studies in Economics.

This series, of which some 40 titles have now been published, aims to "offer students, and perhaps some teachers as well, short, reasonably critical overviews of developments in selected areas of economics..." In other words, it is a marvellous aid to students cramming for examinations; also, extremely useful for those who find it difficult (and who does not?) to keep up to date with the flood of academic literature in economics.

The volumes vary considerably in their approach—most of them survey the relevant literature, a few are more like essays, propounding the author's views (these tend to make the most interesting reading). Many claim to eschew the mathematical approach, and quite a few succeed. They all have good bibliographies.

How should public enterprises price their products? This question has interested economists and governments for some time. Governments, of course, often manipulate the prices charged by public services for short-term economic and political reasons. Mr Webb assumes that the aim is economic efficiency, and the objective in his study is the maximisation of social benefits. He is more or less in agreement with the guidelines set out in the 1967 White Paper, "Nationalised Industries."

prices: A Review of Economic and Financial Objectives", which recommended relating prices to long-run marginal costs. The approach is theoretical, but with a welcome use of practical examples. The English is better than average for economists.

In *Relative Income Shares* the authors consider the distribution of income between labour and property, claiming that this way of describing an old question is more relevant today than either the "factors of production" approach or the available data (spurious) and show how the labour share of income fluctuates counter-cyclically to the level of economic activity, and how it has, over the long term, risen. The important theories of relative income shares, from Ricardo on, are outlined, and their ability to explain the broad empirical conclusions suggested is examined. The conclusion reached is that none of the theories of relative income shares performs very well, and that major advances in the theory of oligopoly are needed before the problem is capable of solution. It is all quite convincing.

It must be trying to be an agricultural economist. How many farmers would bother to master such subjects as marginal costing? Mr Stabler outlines the traditional (micro-economic) approach of agricultural economists, which he considers to be limited. He then examines Government policy towards agriculture, and claims that because of the lack of information, policy decisions must often be made intuitively. His conclusion is that a "new breed" of economists is required (rural land economists perhaps) in order to take a broader view of the importance of agriculture to the economy.

Monetary Policy considers the "monetarist" approach to money, concerned with managing the economy, and then explains why it is impossible to achieve these goals, or even to be sure that we are moving in the right direction in order to achieve them. The trouble is that the objectives (full employment, "stable prices" or what have you) are often indefinite, frequently changed, sometimes inappropriate, and generally impossible to achieve all at once. Further, the tools available are seldom ideally suited

to the job, and the information needed about the economy is never available in the right sort of detail, and it is always out of date. Not surprisingly, the only conclusions reached are that inflation is not really a good thing and so on. This will probably make a few students decide to avoid this branch of economics, but it might make the rest of us a little less glib in blaming the Government for not maintaining the value of the pound, and achieving full employment, rising incomes and an end to inflation.

Over one half of *Theory of Capital* comprises a skillful summary of the views of economists on the subject from the Scholastics to Keynes. For a time it seemed as though Keynes had had the last word, but there has been a modern revival of controversy, mainly about the measurement of capital in value terms. The propositions on which orthodox capital theory is based do appear to have been disproved, but the debate continues, and Mr Kregel is more concerned to provide an introduction to recent literature than to take sides.

It would be nice if some ordinary members of society could gain some understanding of the idea of social choice, but Mr Mayston's survey is not for laymen; they would not really appreciate being told that, when two political parties move towards the centre, then in certain circumstances "The common policy programme of the two parties will then be the median individual's multi-dimensional optimum". For those who have an exam to pass or for those who need a mathematical approach and a fair amount of jargon, this is a competent introductory text.

I had hoped that *The Economics of Crime* might provide a light-hearted, but in fact, a worthy treatise on the economics of crime prevention. Crime control is considered as a branch of welfare economics, and the approach to mathematics is not difficult. The optimum level of law enforcement and of offences is looked at, and suggestions are made about overcoming the difficulties of enumerating and evaluating the costs and benefits of the system. Anyone interested in welfare economics will find this book useful.

Memory lane

Andrew Robertson on management literature

Use of Management and Business Literature. Edited by K. D. C. Vernon. Butterworth £9.00. 408 70690 2.

Incidental to this review of management writing is the reminder that America got into the business of management education about 80 years before Britain, which helps to explain the preponderance of American textbooks in this area. For this reviewer, reading through this solidly comprehensive book was a trip down memory lane—recollecting the seminal transatlantic works such as Joel Dean's *Managerial Economics* (which seemed to have gone missing) and Chester Barnard's *The Functions of the Executive*, and mourning over the omission of Mary Parker Follett's "Constructive Conflict", a paper which influenced Lyndall Urwick, the man who helped to found formal management education in this country.

Mr Vernon should not take such a comment as a criticism. Anyone who takes on the task of producing a guidebook of this kind knows that some reader or other is going to miss a familiar name, probably his own (a familiar name, perhaps, to see Neal and Robertson on industrial relations given a pat on the spine), and react accordingly. As he rightly remarks, the foundation of the two business schools in London and Manchester in 1963 gave British management literature a fillip, for the teaching staff quickly got down to producing appropriate textbooks,

and this initiative also stimulated other institutions to develop management teaching centres. On the basis of this movement came the proliferation of academic journals, that well's *Journal of Management Studies*, *Journal of General Management* (formerly *General Management*), *Business Policy*, *Business Today* (previously *The Manager*), not perhaps aspiring to the intellectual heights and breadth of *Management Decision*.

Mr Vernon gives us a "core of the literature" in the form of a guide to management theories, abstracts and bibliographies, and a valuable section on the areas of management. Altogether he uses the services of 10 contributors to complete a very one of whom, Professor Child, has made, as he acknowledges, an important contribution to British management education under that title about twenty years ago.

Here again, specialists are to complain of gaps. Under research and development there is no reference to important research in the field of the new technology, which before this work was completed was in the *Journal of Management Studies* (Sussex University), *Management Science* (MIT) and *Business* (Cambridge). As to subjects, there have been as well in the past a section on business history, which at this stage deserves to be a sturdy perennial.

Probabilities

Joyce Linford

An approach to A level probability and statistics. Published for the Mathematical Association by G. Bell. £1.00.

This short volume is not a textbook; it is hardly even a teacher's manual. Its aims are to inculcate an attitude, and to emphasize that a course of statistics, if it is to be of value, must be firmly based on a sound concept of probability. Simple ideas on probability and statistics are now introduced into most O level and CSE syllabuses. The task here is to develop these subjects to a much greater degree of sophistication without losing sight of the essential relationship between them.

The writers (a sub-committee of the Teaching Committee of the Mathematical Association) are convinced that the best approach is experimental and the first four chapters are in fact written round two experiments. The first is an interesting variant of "marbles out of a bag", and is not difficult. The second concerns the collection of a set of cigarette cards and requires a discussion of discrete probability models and probability generating functions before a mathematical model can be provided for its solution.

The authors emphasize the need to make a very clear distinction between the model and the experiment: the word "probability" should be reserved for the model, and its assignment on the basis of an observed pattern in the experiment can be a matter of judgement.

The section introducing discrete probability models is particularly interesting, particularly in its presentation of the negative binomial distribution. Subsequently, the normal curve is shown, as a development of the discrete binomial model, and the discrete binomial model is used to simplify calculations of the normal curve.

When, however, the normal curve is more than a convenient device to shorten a calculation, the argument results in a tough argument, not well supported with steps of uneven difficulty. (It would help the reader to write a square root sign which encloses over all the quantities to which it is referred, or brackets.)

After this, sampling and hypothesis testing are included in a fairly elementary level, and a chapter on the laws of probability (stated as is now usual in the language of set theory) is added at the end. Teachers of A level statistics will certainly find it worth their while to examine this book, even if they do not intend to use it.

Statistical facts

Applied Statistics for Management Studies. By David Croft. Macdonald and Evans. £4.00. 7121 0136 5.

Intended for students on diploma courses in management studies, business studies and work study, this is a sound and easily understood introduction to statistical techniques, suitable for anyone needing an understanding of the application of statistical methods without requiring a knowledge of the underlying theories.

Aspects of statistical techniques covered are the collection, classification and presentation of statistical data, averages and index numbers, probability, quality control and hypothesis testing, correlation and regression.

The questions as to the timing of the questions are particularly thought out, and in this new edition (the book was first published in 1968) worked answers are provided for many of the numerical questions. A chapter describing some sources of the vast amount of available statistics would be a useful addition. So the biggest outline of the book is possible, but the reader should have some idea of how to go about finding more information. The book is large and expensive, but it has been collected and published by someone else.

BRITAIN'S FIRST DAY OF WAR: CHURCHILL IS NEW NAVY CHIEF

BRITAIN AND GERMANY HAVE BEEN AT WAR SINCE ELEVEN O'CLOCK YESTERDAY MORNING. FRANCE AND GERMANY HAVE BEEN AT WAR SINCE YESTERDAY AT 5 P.M. Lord of the Admiralty when Britain last went to war, returned to that post. Full text of the War Cabinet's decision: PRIME MINISTER: Mr. Neville Chamberlain, CHANCELLOR OF THE EXCHEQUER: Mr. John Simon, FOREIGN SECRETARY: Viscount Halifax, DEFENCE MINISTER: Lord Canning, FIRST LORD: Mr. Winston Churchill.

News of battle!

by Tony Howarth

The War Papers Published by Marshall Cavendish in about 50 parts. 30p weekly.

We are accustomed to buying part-works—like books on the never-ending war in the South Seas or the local newspaper. *The War Papers* is a newcomer to this expanding market and deserves to succeed. Marshall Cavendish's basic idea is simple—the reprinting of news-articles published in the Second World War. The method is admirable: the use of newspaper facsimile—to retain that freshness of instant journalism which other part-works lose when it is translated into another medium.

The *Papers* begin with the *Daily Mirror* of September 4, 1939, Britain's first full day of war. Churchill was back in the Cabinet. Useless Bastuse and Jane were preparing for hostilities, and bottles were thrown on to the pitch at Blackpool (plus a change...). The *Daily Express* of November 9 reported an attempt on Hitler's life, called for an inquiry into the sinking of the Royal Oak in Scapa Flow, and printed Clem Attlee's proposal for "United States of Europe". On August 10, 1940, the *Daily Sketch* reported the Nazi conquest of Denmark and the invasion of Norway, and its stop press issued ominous Russian demands on Finland.

Exactly one month later the war turned horribly nearer to home. The *Evening Standard* described the German invasion of Holland and Belgium, and its military corres-

pondent indulged in fanciful predictions of the French successfully resisting the Wehrmacht. Meanwhile, Gielgud was taking on Lear at the Old Vic and *Present Arms* was the new musical comedy at the Prince of Wales.

The *Daily Express* (not the "bloody marvellous *Mirror*") of May 31 is chosen to record the evacuation from Dunkirk, the continuing, dispiriting saga of Lily-livered Leopold, and the fact that our Gracie had departed for the United States. On June 11 Duca declared war on France and Britain, and on June 11 the *Daily Sketch* reported a Special Branch swoop on Italians in London and, predictably, a turnout of super-patriotic citizens to smash the windows of spaghetti-hats. Stop press: the French Government has left Paris. Now read on.

The whole work will be published in about 50 weekly parts, will include issues of most mass circulation newspapers, and will take the story of the war to VE Day and to the end of the war in Japan. Each issue is sold in a wrap around cover on which is printed a "war record" to note events between issues, and articles about life on the home front between 1939 and 1945. The publishers operate a direct mailing service, and back numbers are easily obtainable.

A source material for studies of the war itself and of popular journalism *The War Papers* will be a valuable and not too expensive aid to teachers and students, as well as a publication of intrinsic interest to a much wider audience.

Toys from charities

Dinosaur Publications Ltd, of Cambridge, produce children's books and games which are sold by organizations like the National Trust and the World Wildlife Fund.

They include animal and bird mobiles from the Society for the Promotion of Nature Conservation; animal friezes from the World Wildlife Fund; flower and bird spotter books from the National Trust; and painting books from the World Wildlife Fund.

There are also bird family card games from the Royal Society for the Protection of Birds. All the games and toys mentioned cost under £1.

A full list with prices and the addresses from which the items can be obtained is available from: Dinosaur Publications Ltd, Beachcroft, Over, Cambridge CB4 5NR, December 21 to January 8.

Comics and culture

by Peter Green

The Comics: A Cultural History Five filmstrips with tape cassette commentaries, teachers' notes and commentary transcript. Single filmstrips available separately. EAV Ltd, Butterley St, Leeds LS10 1AX. £27.00 plus VAT.

Visual literacy, as a serious aspect of education, has for too long been in the academic wilderness and art itself is often seen as a peripheral subject.

The comic strip explosion of the last 80 years has provided a major contribution to the history of graphic illustration. Any effort to bring visual forms and study into the mainstream of education and to focus serious attention on to living popular forms of art is, therefore, welcome.

This sound and filmstrip package deals with the cultural history of the comics and includes five filmstrips with sound cassettes. The titles of the strips: *The Early Days, Where It's At, An Art Form, A Literary Form and Social Impact* reflect the potential educational coverage inherent in the topic and the interdisciplinary nature of possible follow-up work.

Graphic illustration and visual story telling has been a basic element of human existence virtually from Palaeolithic times. Ancient Egyptians, Greeks and Syrians carved their stories in visual relief strips. The deeds of heroes have been visually depicted throughout history from Greek myths to the Bayeux Tapestry. Artists satirized public figures and commented on events in cartoons long before the mass newspaper industry emerged.

The comic strip has a long ancestry which these filmstrips barely mention. It would have been helpful to see the historic context more clearly.

One of the valuable aspects of this production is that it could be used in the teaching of art, history, social studies and literature. But this interdisciplinary scope is in part diminished by the general reference to local American history and social conditions.

As an American production the strips naturally emphasize the contribution made by the United States, but comic strips are international; they are often syndicated across the world.

Visually the slides are exciting. We normally see comics as a small scale collection of frames within a printed strip, like words within a sentence. Individual newspaper frames projected and enlarged take on a new dimension, not only of scale but of surface quality, pattern, texture and line. If nothing else, the filmstrips are a visual treat, though whether we can afford treats is another question.

By comparison the cassette commentary rather misses the boat. It takes on the style of a film sound track. At first this looks like a good idea; lively appropriate music accompanies slides, but with the commentary it intrudes at the expense of information.

A thorough list of follow-up reading is provided in the accompanying leaflet, together with a transcript of the tapes. Teachers and students could therefore fill in the background to the filmstrips from books rather than from the commentary.



Spiderman; Mutt and Jeff.

The commentary and frame changing sign travel too fast to allow us to linger with our heroes. We are whisked past the Katzenjammer Kids and barely stay to be acquainted with Snoopy, but lovers of comics will endure one rushed viewing and then demand a more leisurely look. The possible connections between comics and other study areas are apparent.

Comics transcend not only language but also age barriers and appeal to everyone, teachers, students and children. With careful teaching this package could be used across a wide age range. In its present form it is probably most suitable for inter-disciplinary and art and design studies within the senior secondary sector.

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Market place

Work Study. By William Richardson. Longman 55p. 0-582-21209-X.

Work study is two-sided. On the one hand it can seem like the answer to human inefficiency (the

American consultant Gilbreth was so taken with it that he even filed shaving two-handed—it was all right with two brushes, but singularly with two open razors). On the other it can take on the appearance of a boss's system to extract the last ounce of workers' sweat.

This easy-to-read, booklet naturally takes no sides, but it is scrupulously fair in its treatment of the subject, which is neatly explained, well-illustrated (including some real examples from Rowntree's) and set against a background of factory conditions, human limitations and human differences. It is light but not light-hearted.

Business Examination Questions Answered. By Nicholas Boyce. Macmillan £2.95. 333 14476 7.

Model answers have their limitations.

In which the student is told that, in the choice of questions, Mr Boyce's marketing background is a disadvantage, and it could be said that in this section on commercial law, for example, he does not adequately explore the question of consumers' rights as they are now established by law. The Sale of Goods Act, and others, have undermined the old doctrine of caveat emptor more than have seemed to realize. However, in this level at which the book is pitched (HNC/HND, not BMS, although this is claimed), this may not matter. Generally speaking, it is probably of particular value to those students intending to take the diploma of the Institute of Marketing.

Should Government

Suddenly the educational debate has shifted to the curriculum. The Prime Minister's recent speech has reopened the whole question of central supervision of what is taught in our schools.

Anyone interested in this must read *THE ACT & THE PARTNERSHIP* by Timothy Rafton, MP. The author, formerly Parliamentary Under-Secretary of State for Education, based this important essay on discussions held at the Centre for Studies in Social Policy with an outstanding group of educationalists and administrators.

The result, described as "powerful" by Nicholas Bagnall in the *Sunday Telegraph* and as "plato-like" in *Education*—is an important contribution to the vital debates on the relationship between the various partners in our education system.

THE ACT & THE PARTNERSHIP was published in August 1976 for the Centre for Studies in Social Policy by the Bedford Square Press and is available from Research Publications Services Ltd, Victoria Hall, Bank Green, London EC2A 4DF, price £2.50 plus postage by through bookshops.

30 Resources

A county centre tucked into the North Wales countryside

CHRISTOPHER GRIFFIN-BEALE on the new Clwyd Centre for Educational Technology

The newly constituted Clwyd Centre for Educational Technology seems to be thriving since its move earlier this year into a specially designed £2.6m building it shares with the equally new Theatr Clwyd.

The building forms part of a new county civic centre for Clwyd, overlooking from a hillside the county town of Mold, and concentrating all the county's headquarters on one site around the new Shire Hall.

The county's new coordinator for educational technology, Mr Iorwerth Jones, quotes approvingly a description of the whole complex as a "little bit of Brasilia tucked into the North Wales countryside", though to many ears Brasilia carries unfortunate—and for Mold unjustified—connotations of a planner's grandiose pipedream.

Though reaching fruition in a time of stringency, the Mold complex was initiated back in the sixties by the former county of Flint, now included as part of Clwyd, on 52 acres of land adjacent to an old manor house, all acquired for a mere £14,000. Its prime mover, Mr T. M. Haydn Rees, is now Clwyd's chief executive.

Like Flint before it, Clwyd is a county comparatively rich in its mixture of industry and agriculture. Even so, it could not conceivably initiate such a project today. The existing buildings have been completed just in time; future plans for a concert hall, museum and county archive office have been shelved.

The location is not as remotely rural as it seems. A 20-mile radius from Mold encompasses not only Chester, the nearest rail-head, but the Liverpool conurbation contributing to a total population of 1,500,000. The impressively designed 550-seater Theatr Clwyd, with its own resident orchestra, also seems more than an isolated island.

Theatr Clwyd serves schools through special performances and events in both its main auditorium and in the smaller studio theatre. Its administration, rooted in theatre and largely financed by the Arts Council, is quite separate from the educational technology centre, but the potential for closer cooperation exists.

The technology centre itself is not an isolated example of educational expansion. Clwyd is the second largest development area in the United Kingdom and reflects this in its educational provision. It actively took on more teachers this term, and has been opening new schools at the rate of roughly one a month. Now even Clwyd is looking for savings and is examining the possibility of shortening school terms and lengthening school days as one economy measure.

Under the guidance of Clwyd's director of education, Mr John Howard Davies, the centre has been transformed out of the original Flintshire audio-visual equipment service, which had been operating since 1961.

But Iorwerth Jones emphasizes that the new centre shifts the emphasis away from equipment: "Its major concern is educational technology," he is delighted to hear the trend of the inquiry into the centre is gradually shifting away from hardware and towards requests for more fundamental advice about curriculum and methods.

He hopes that teachers are beginning to recognize that the centre's staff are there to help them solve their own problems rather than simply offering "technological largesse". "The centre will not dictate from on high."

The centre is seeking the closest collaboration with the existing advisory and curriculum teams.

Teachers, he insists, will dictate the contents of any material produced: the centre's staff will advise on style and structure. They are already involved in joint Clwyd-Gwynedd geography and science projects, and have produced material at various levels up to CSE—in many other subjects, including local history and languages for mixed ability classes.

In producing educational material in Welsh, and in the teaching of Welsh as a second language, the centre has grasped an opportunity to serve a need which commercial publishing finds it hard to meet profitably.

Apart from its own material, its graphic design, reprographic and photographic services are also producing material for the Schools Council Welsh project and for BBC Wales Schools Radio.

One of the centre's most attractive productions has been *Cullwch ac Olwen* (The Quest for Olwen), a dramatized version of a famous medieval Welsh story from the *Mabinion*, recorded on sound tape by local teachers and accompanied by colour slides drawn and photographed in the centre. This was successful enough to warrant an English language version which was being recorded in the centre's sound studio while I was there.

The actors were members of the county's team of drama teachers, who either visit schools individually or collaborate as Theatre in Education teams of teacher-actors. One of them operates the sophisticated stereo sound desk, in the absence of a full-time sound engineer. The studio is also equipped as a local BBC studio for injecting live news or current affairs reports into the radio network.

The centre's television studio—at 2,200 square feet—occupies by far the largest space in the major national network centres—also

equipped to broadcasting standard with colour cameras. It has not yet started producing material for Clwyd schools, as the control and mixing equipment is not yet operational, but the cameras were fed into the BBC Welsh coverage of the royal gala opening of Theatr Clwyd and the centre earlier this year.

Television material will be mastered on 16mm videotape and distributed to schools on cassette. Secondary schools throughout the county have been equipped with colour sets and JVC/Nivica U-matic video cassette recorders and primary schools are being similarly supplied on a five-year programme.

One apparently perplexing omission is the absence of any mobile television unit for classroom observation, particularly given Clwyd's own background in a Cardiff-based television consortium. But Jones argues that a full-scale multi-camera unit with control van is unnecessary. For most purposes, he argues, one needs only "cassettes" that can be inserted into in-service courses or needs programmes.

He intends, therefore, to rely on one of the new generation of hand-held colour cameras and portable VTRs. He is waiting before deciding on the equipment, perhaps wisely since the technology of high-quality portable equipment is improving very fast, under demand from broadcasters for mobile electronic newsgathering facilities.

The centre has taken over the well-established maintenance services for audio-visual equipment, while the Media Resources Library offers information and advice about materials and administers a loans service in a range of media, 16mm films, filmstrips, tapes, and a bank of video-cassettes of network schools programmes.

Like many such resource libraries, it has developed indepen-

dently of the educational library service for books. The Media Resources librarian, Linda McKeown, has added library expertise to basic training and experience as a teacher, and hopes she can offer advice about materials to teachers as a colleague. She has established good relations with teachers in some areas, and teachers' advice in deciding what kind of material to purchase is the library.

The library also organizes film performances for schools, the centre's well-equipped theatres, of films linked to courses or set texts. The film theatre, equipped with 16mm as well as 16mm projection, has been designated as a regional theatre by the British Film Institute and projects films four days a week for roughly 35 weeks a year.

With the BFI's education department, the centre is mounting an ambitious course—one long day a week throughout the year—to familiarize selected staff from Clwyd schools with the characteristics and possibilities of film and television.

Meanwhile, the centre aims to avoid the icy blasts of the Severn. Secondment of teachers for the production of materials is difficult, as employment of more full-time grammar, though the job Centre Programme has funded 10 part-time posts for young school leavers, trainee technicians and school storekeepers.

But Iorwerth Jones sees potential for the future. He says that the concept of an open access centre has particular application in a rural region like Clwyd, and the centre is looking to help with any schemes, while its technical facilities are available for use by BBC, IBA companies or any other educational bodies.

Cheers!

As leading wholesale wine merchants, Grants of St James's claim to have been "bombarded" with requests from schoolchildren, educational institutions and customers for information on wine growing and drinking. In response they have produced seven videocassettes, and a book, on the subject.

The videocassettes are attractive and informative, covering such subjects as the vineyards, the grapes, the areas of production, the harvest and pressing, bottling and storage and the selection of the wines.

The book cassette could also have been good, if the publishers had not decided on a format which appears to be a rather novel novelty for novelty's sake. The 50 cards, each with a picture and information on an aspect of wine growing, are contained in a plastic cover, which opens clumsily to allow the cards to fan out. In this position it is difficult to hold and often to read.

The smallness of the cassette—4 1/4 in by 2 1/4 in—is claimed to be its chief asset, presumably because it can be carried around as a pocket reference book, but we doubt if it would stand up to the strain. Why not a small book, per-

Careers in engineering

An exhibition organized by PETT (Project—Engineers and Technologists for Tomorrow), a government-sponsored committee and called "Careers in Engineering" will be available for free hire by schools and colleges from next month.

Designed to set out career prospects within the engineering profession it is aimed at 14 to 16-year-olds who will get A levels.

The display will be on view for the first time at the "Careers for

'77" exhibition (Alexandra Palace, November 16 to 19), and the industrial training department will be showing it after the exhibition has been in touch with the PETT Promotions Officer, Central Office of Information (H1 718), Horse Road, London SE1 7DU.

Also available from the source is a list of films, either produced for hire or acquired by government departments, which present opportunities in engineering jobs.

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EXTRA

SCHOOL AND COLLEGE BUILDINGS

PARADOXICALLY PERMANENT

It is a rare teacher who has not done a spell in what staffrooms everywhere call "the huts". Anna Sproule investigates temporary classrooms

It is a safe bet that in most schools at least one squared-off, single-storey, temporary classroom building will be tucked into the corner of the playground. Frequently, there will be two, or a tidy row of three, or even a whole cantonment.

Increasing building costs, the passage of the population bulge through the schools, and the need for greater planning flexibility have all combined in the past 20 years to make the temporary classroom a paradoxically permanent feature of the school landscape. And it is a rare teacher who has not at one time or another done a spell in what staffrooms everywhere call "the huts".

The term, though uncomplimentary, is convenient: it covers everything from brand-new palaces of education to constructions dating from the immediate postwar era. And the huts themselves are similarly umbrella-like in function.

With the exception of physical education, practically any school activity can be transferred with a minimum of fuss to a temporary building. Huts are used as laboratories; as sixth-form centres; as the official school base for maths, geography, remedial reading. They can contain kitchens, cloakrooms, lavatories. To senior pupils, they may be just so many more classrooms, visited once a day or once a week; to juniors and infants, they may be "home" for a whole year.

Unsurprisingly, the size and variety of demand has led to a prolific variety among what is on offer. Huts currently come as single lessons, as semi, or as modular units like those made by Spaceway Ltd of Rochester—that can be enlarged in any direction.

For some the prescribed foundation is a concrete raft the size of the building; for others a lay-out of concrete pads, or paving-stones, to support the building's main up-rights is all that is needed.

Materials used in external walls include ply, plastic coated steel, strip boarding, and non-combustible materials. Roofs are flat, pitched, or even—as developed by Terrapin—folding.

Moreover, the whole idea of temporary has become increasingly

subject to variation, and the boundary between temporary and permanent increasingly blurred. To the casual observer, there is now little to distinguish a system-built, here-for-all-time school annex from its relocatable counterpart.

At its simplest level today's hut can be a building installed in much the same way as a domestic kitchen unit. "This timber building," says Banbury Commercial Buildings Ltd of its System Timber range, "is an office, a classroom, a canteen, a dormitory...". A picture shows the building being slotted into place by two workmen; "no cranes needed".

Slightly more complicated, but still simple in essence, is the type of structure produced, for example, by Kencastr Buildings Ltd of Manchester. The Kencastr transportable is the classic "mobile": put it on a lorry, transport it, unload it, and the job is practically over. Units can, if necessary, be linked up.

"They (the transportables) are purpose designed to meet urgent needs, for use pending the provision of permanent buildings or during the conversion of existing buildings," Kencastr says, thereby emphasizing which side they stand of the temporary/permanent divide.

The position taken by Terrapin, by Spaceway, and by Kencastr, is, however, less easy to define in such clear-cut terms. Both Spaceway and Elliotts are part of the Elliott group; both produce modular units that allow for highly flexible planning; and both, in addition, underlie the element of relocatability. But it is here joined by a feeling of permanence.

"Spaceway," says the firm in question, "provides a permanent building solution—a permanent building you can move." And Elliotts can supply entire relocatable schools.

Terrapin, too, straddles the temporary/permanent divide. Their Pack Unit Building range is both relocatable and designed and manufactured to a permanent specification.

Arguably, it is this degree of

permanence that accounts for another—and much deeper—divide that, on the question of temporary classrooms, splits the building world into two halves.

On one side are those who approve of mobile structures, and on the other are those who—like many architects—do not. It is hard enough to have a meticulously executed design cluttered up with extraneous bits and pieces; when those bits and pieces appear to compete with the main building on equal terms, there is cause for extra indignation.

But there are other causes for anti-hut feeling. A survey produced last year by the Consortium for Method Building identified several, among which the crucial question of cost loomed large.

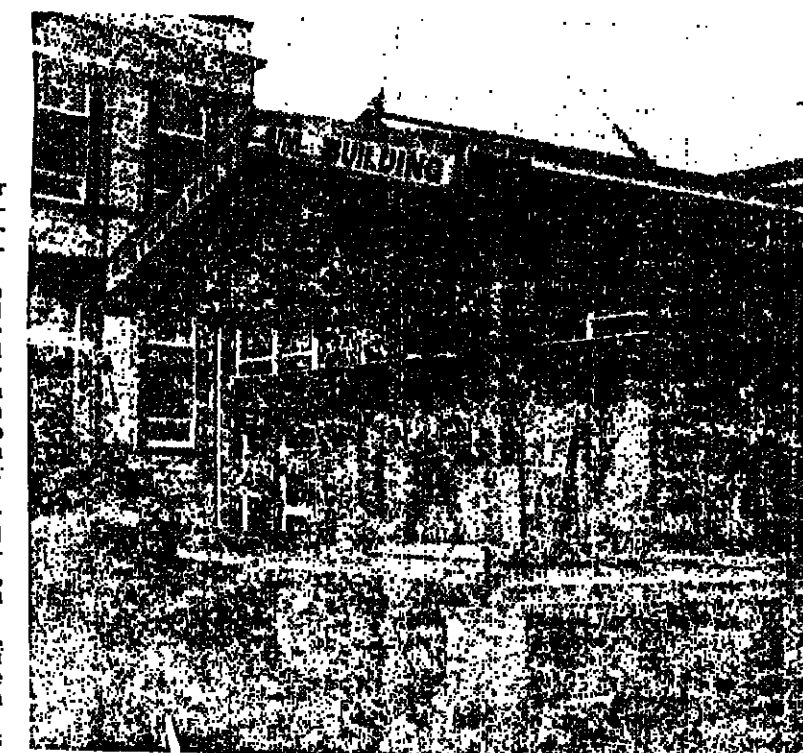
The initial cost of mobiles, Method calculated, was nearly half that of permanent buildings, while their expectation of life was only a quarter as long.

"The real overall cost of mobiles is thus at least twice that of permanent buildings, despite which the standards of robustness, finish, performance and general amenity are all clearly inferior," the report said. The figures were worse if removal costs were taken into account.

Furthermore, mobiles were more expensive to heat than ordinary classroom space; planning costs were perhaps easier to come by than they ought to be; and—significantly—the so-called temporary structures were "too often in more or less 'permanent' use".

Another Method comment, however, was that "clients and users nevertheless express satisfaction with the accommodation". This is the heart of the matter. True, Method hazard the guess that consumer contentment here may be the product of a reduction in overcrowding, and this is certainly accurate as far as it goes; but it does not go far enough.

It is extraordinarily difficult to find a teacher who is an out-and-out opponent of life in the hut. "I often find people saying, 'I am not going into the bleeding place!'" says one Bedfordshire comprehen-



Part of the erection process of the Terrapin Mk 72 system. How temporary will this hut be?

sive head, and then, once they are in, they like it. They like the fact that they're in their own little unit, completely independent.

"After all, if you're a head walking round the school, you have to make a really conscious decision about going to see what's going on in the huts."

All over the country, in all types of school, his views find support. "Nobody is coming along the corridor to bother you," says a middle school teacher in Leeds. "And you are not humiliated. In my case, the hut is right on the edge of the school grounds, overlooking the street; I can see people going shopping and so on, and I like that."

"Once you get inside them, adds a hut-dweller in Outer London, "you don't get noise from the corridors, or from chairs scraping around up above."

Other features that meet with general approval include lighting that is not too bright and airy (they say a "clinical" feel), a boiler-roomed or otherwise. "The panels get kicked in," says an observer, "or a small hole is made by accident and then it's easily enlarged."

Another disadvantage is that the dividing wall is a semi-detached but is thin. "I have been in one where the children sitting at the back of the class could hear the teacher on the other side of the wall more clearly than they could hear the teacher in their own room."

Apparent fineness: lack of proper sound proofing; stingily proportioned blackboards ("You can't get a whole sentence on one line," says an English teacher). "In my subject, that is a signal disadvantage"... all these are comments the producers of temporary classrooms should heed. In fact, they must, since the market is highly competitive.

It also has a future that, with spending cuts biting deeper and deeper into education, stretches as far ahead as anyone can see. The brick-hut has a long way to drop before the need for temporary classroom structures entirely vanishes.

"They are called 'temporary' buildings, but they will still be there in a hundred years," says a Birmingham teacher, only half-joking. As far as the hut dwellers themselves are concerned, the great divide between temporary and permanent is, for all practical purposes, already a thing of the past—and likely to remain so.

"If, say you are keeping your four-year in, their friends wait outside for them—and of course, with large windows all round, they can see in. You keep having to go out and tell them to go away."

"Once I had some children who were very noisy and I was in the hut. I was a bit of a nuisance on the roof. That would not happen in an ordinary classroom. In fact, you feel much more vulnerable."

There is, obviously, nothing manufacturers can do to protect teachers and children against the disadvantages of living on the other side of the playground. But the matter of vulnerability is something else again. The two principal charges that teachers lay against temporary classrooms focus on display and blackboard space (not enough, they say), and the walls.

These, many teachers agree, are just not stout enough to withstand casual assault from teenagers, boomer-boated or otherwise. "The panels get kicked in," says an observer, "or a small hole is made by accident and then it's easily enlarged."

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CLUSTER LAYOUT

What system of teaching do you plan for? Tony Aldous on a new junior school in Hampshire

A recurrent question in the design of primary school buildings is: what system of teaching do you plan for? Do the education architect and his clients go for an open plan school and risk daily imprecations from teachers who want their own individual classrooms?

Or do they settle for a traditional building with individual classrooms,

and thus make it impossible (or at least difficult) for "family grouping" or other systems of cooperative teaching to get off the ground?

A newly opened junior school at Farnborough, Hampshire, designed by Department of Education and Science architects after visits to no fewer than 35 schools in 16 L.A.s., seeks to provide a new flexibility

which can overcome this dilemma.

The Guillemont Junior School at Sandy Lane, Farnborough, which opened in September, provides for 480 seven-to-11-year-olds in four "clusters" of rooms and spaces, all grouped round and adjoining a central area with library and a dining room.

Each cluster contains three or

four "bases" from which teachers operate. One of these is a large closed room, the others are semi-open but with much flexibility as to how they are used, with robust but manageable storage units available for walling off a teacher's territory. A cluster consists of 265m² of open plan space and 127m² of closed-in space, 3932m² all told. In addition, pairs of bases share practical work facilities and a smaller enclosed room for group activities.

The team of DES architects who worked with an HMI and county education officials on the joint project, say the aim was to provide for a whole range of methods, from the teacher who wants to be on his or her own in a traditional enclosed classroom, through those who want to do their own thing but at the same time share ideas, resources and space, to full-blooded team teaching.

The project team was, however, also trying to discover unsatisfactory features in the schools visited, and to avoid or correct them in Guillemont; also to discover what was needed and popular (and sometimes what teachers had themselves devised) and incorporate these features in their design.

One unorthodox decision was to separate physical education from assembly and dining hall functions. The team concluded that the assembly/dining hall-cum-gymnasium was an unsatisfactory arrangement for a school of this size. The space was larger than it need be for physical education; its layout was a compromise that inhibited its full use, and the assembly functions in practice removed too many hours from the potential physical education timetable.

The DES team (group architect Catherine Edwards, project architect Jeremy Wilson) therefore designed a markedly smaller gymnasium with plain concrete block internal walls, and lit only from the roof. It is used only for physical education, while the school's open plan central area provides for assemblies and school dinners.

Close to this is a drama/music room with special acoustic treatment and a warm, intimate atmosphere.

Externally the school brick but otherwise in the scale of a domestic house. The cluster is a steel-framed system, but deceptively small. The cluster means that except for the gymnasium—projecting blocks of "house" scale, on the outside—vertical slits in the brickwork rather than horizontal strips of glazing. In the internal courtyard coloured panels form the cladding.

Inside the building, the school scheme is a warm range of brown, tan, apricot and orange. The teacher's base is carpeted, and the library area and the dining room are tiled; for the rest, floor surfaces are vinyl sheet.

For school dinners, the cluster sits mostly in "Pullman" type, bucked alcoves with benches, seats to a table, rather like a thing in a coffee bar. Communal instead of doors for cupboards. Teachers have an area just outside their classrooms, the secretary's office is in the middle of the building.

The building, which incorporates a number of experimental features (half of it has individual rooms, zone thermostats) cost £250,000. This was within the normal cost levels for a junior school of its size. At present it does not have a full complement of children, which, says the head, Mr J. Burrett, has given staff a chance to acclimatise and experiment in the use of the various spaces.

The school is designed in line with the Hampshire implementation policy on middle schools, it can be readily extended to take 500 up to 12-year-olds. Its design also allows the central area, gymnasium, play room and adult lavatory to function as a community hall, with the rest of the school used with this already happening one night a week.



Children at Guillemont junior school, Farnborough, Hants., mostly eat their dinners in "Pullmans"—alcoves created by the coffee-bar style benches.

THE PHILADELPHIA COLLEGE

Frank Lipsius on a Community College housed in a department store and moving to the mint

If education is regarded as the free market place of ideas, no institution could better fit the description than the Community College of Philadelphia. Twelve years ago, the college premises in downtown Philadelphia were a department store, part of the city's main shopping area stretching from the city hall to Independence Hall and the Liberty Bell.

The area is a prestige address that encompasses the house where Jefferson wrote the Declaration of Independence, a Quaker meeting house and the oldest savings bank in the United States; but as in many American cities, such downtown areas deteriorated when the middle classes moved to the suburbs. In the mid-sixties, the decline

seemed irreversible, but Philadelphia has recently enjoyed a revival in downtown life coinciding with the festivities of the bicentennial and, caused, in part, by the imaginative new uses found for old buildings. Most of the downtown department stores survived, supported in lean years by suburban branches installed in sprawling shopping malls. One casualty, however, was Snellenburg's, a venerable Philadelphia emporium, eight storeys high with escalators, elevators and a location convenient to all public transport.

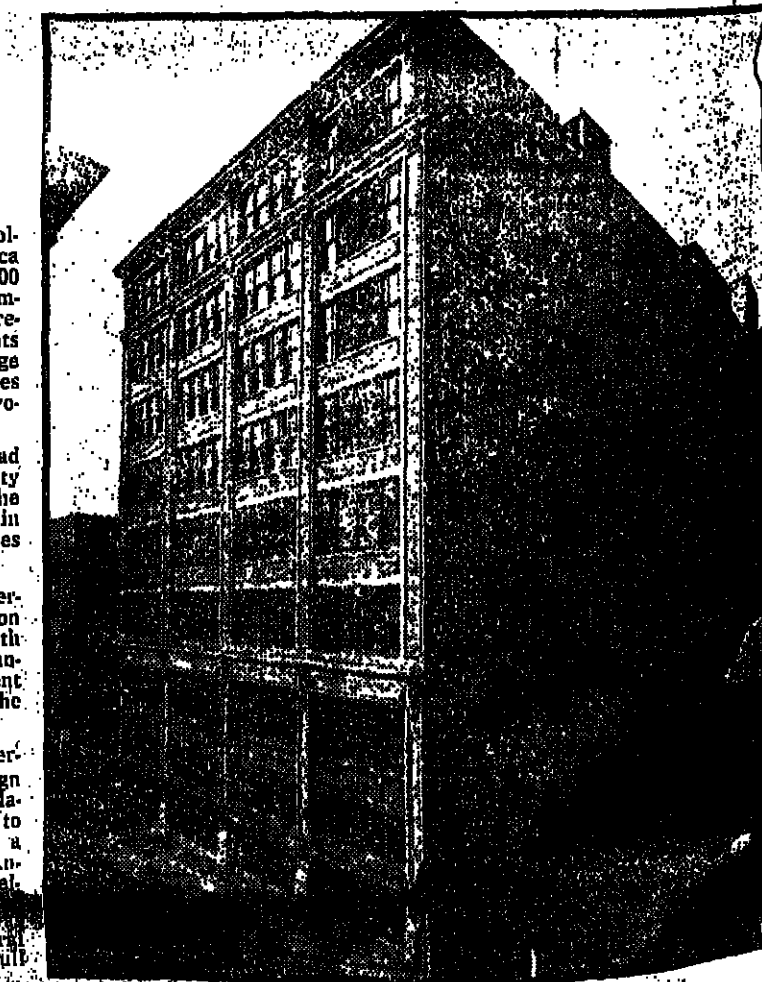
The building was empty when the city fathers decided to have a community college that would be as the college now likes to describe itself "a start for some, a last chance for others". Already flourishing on the west coast in America, the idea of a community college was to combine mass assembly-line education with as much individual attention as could be fitted into a tight budget. Cheap

classroom space. While private colleges and universities in America charge tuition fees as high as £2,000 a year, the charter of the Community College of Philadelphia requires state and city governments to subsidize two-thirds of the college budget. In this way tuition fees have been kept to £225 for a two-term year.

Teachers, however, have not had to suffer: a strong union and faculty strikes have got salaries to the level of the private institutions in the area, with instructors' salaries starting at \$11,968 a year.

True to the spirit of the enterprise, the college not only takes on all comers (some have to start with its course, English as a second language), but it also solicits enrolment and even takes the classroom to the students when necessary.

To start with, the college advertises extensively with a campaign showing various aspects of Philadelphia, from Independence Hall to a fat Italian sandwich called a "hoagie". The slogan runs: "An



Snellenburg's

and marble elegance. Since the building had never been assessed for city property tax, it decided to turn the place over to the Community College as a permanent home. The new home already handles about 10 per cent of the college's courses, and when renovations are complete, everything will move to the campus a mile away. Though slightly north of the downtown area, the site is adjacent to major freeways of the city. Many people were disappointed at having to move away from the old Snellenburg's. As compensation, the new site will eventually look more like an old American campus than the downtown site ever could. There will be much more room for expansion.

Classified Advertisements

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Teachers wishing to apply for a post in Scotland are advised to ask the Registrar, The General Teaching Council for Scotland (5 Royal Terrace, Edinburgh EH7 5AF) for information about eligibility for registration with the council.

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Nursery Education

Headships

NEWCASTLE upon Tyne
EDUCATION COMMITTEE
WALKER NURSERY SCHOOL
Application forms, obtainable from the Director of Education, Newcastle upon Tyne, for the post of HEAD TEACHER, Group 2, of this new, purpose built nursery school, closing date 17 December 1976.

Deputy Headships

NEWCASTLE upon Tyne
EDUCATION COMMITTEE
WALKER NURSERY SCHOOL
Application forms, obtainable from the Director of Education, Newcastle upon Tyne, for the post of DEPUTY HEAD TEACHER, Group 2, of this new, purpose built nursery school, closing date 17 December 1976.

Other Appointments

HARNET
(London Borough)
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BEDFORDSHIRE

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HAMPSHIRE

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LINCOLNSHIRE

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DEVON

HEAD TEACHER
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EAST SUSSEX

HEAD TEACHER
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HAMPSHIRE

SOUTH-EAST AREA
CATHERINGTON CE (CONT) PRIMARY SCHOOL
51 on roll.

HEADSHIP-GROUP 2
Application forms and further details from the Area Education Officer, 2 Besborough Road, HAVANT. (Stamped addressed envelope, please.) Closing date: 3rd December.

HAVANT, TROSNANT COUNTY INFANT SCHOOL
214 on roll.

HEADSHIP-GROUP 5
Application forms and further details from the Area Education Officer, 2 Besborough Road, HAVANT. (Stamped addressed envelope, please.) Closing date: 3rd December.

SOUTHAMPTON AREA
HIGHFIELD C OF E (AIDED) PRIMARY SCHOOL
First & Middle, 5-12 years.

HEADSHIP-GROUP 5
Applications are invited for appointment to this post for September 1977.

As part of Southampton's reorganisation of schools in 1977, the attractive old Church School (for 5-8), near the University, has been completely modernised and has excellent facilities for co-operative teaching. A new purpose-built Middle Department of the School (for 6-12) has been provided on a nearby site.

Applicants should be practising Christians, preferably communicants of the Church of England.

Further particulars and application forms may be obtained from: THE REV. JOHN F. A. WILLIAMS, PH.D., HIGHFIELD VICARAGE, 36 BROOKVALE ROAD, SOUTHAMPTON, SO2 1QR.

Closing date for applications: 29th November 1976. Assistance with removal expenses in approved cases.

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TOILETS - SHOWERS

ANY FORM OF STRUCTURE TO CLIENTS SPECIFICATION

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Seven Acres 1971-1972
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Inner London Education Authority

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See pages 48, 49

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Display in classified advertisements £3.80 per single column cm (minimum space 9.5 cm double column at £72.20).

A charge of 50p is made for Box Number facilities.

Advertisements published in the Scottish edition only will be subject to a 25 per cent discount on the above rates.

Advertisements received by Monday will be published in the following Friday's issue subject to availability of space. Copy should be sent to:-

The Advertisement Manager,
The Times Educational Supplement,
New Printing House Square, Gray's Inn Road, London WC1X 8EZ.

by Monday for the following Friday's issue.

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The Times Educational Supplement,
New Printing House Square, Gray's Inn Road, London WC1X 8

LEADLOW
EDUCATION COMMITTEE
DAYTON HIGH SCHOOL, OH

**HUMBOLDT COUNTY COUNCIL
EDUCATION DEPARTMENT
ATTENTION: ADOLESCENT DIVISION**

Kijikwuk Head, Pucklington,
1 (Educational) correspondence
to the following address:
Rural area, east of York
BRANCH OF MODERN L
0177
Required for January, if it
or later, 1977. TEACH
MODERN LAMANAUSI
GERMAN, to learn a
language must be able to
jump on to and including
forms where the subject is
to come to the subject
to three, GERMAN or
is taught as a second lang
second and third year pupils
numbers of the subject
with languages in the four
fifth years. A scale 2 nos
be available for an experie
disc.

Application forms and fur
tails are available from the
master at the school, to whom
all enquiries should be sent.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
HUMBERSIDE DISTRICT OFFICE
(SHEFFIELD) 464-1411/141118 S
Doncaster Road
Orchard Park Estate, Hull
S11 1SR. 1st Floor
Applications should be received
not later than September 1, 1981.
If possible, a well-
written and enthusiastic 1,500-
word statement by the applicant
in U. and A. levels 1
languages and courses in English
Studies are being developed as
follows:
Applications will be welcomed
from good graduates who expect to
complete teacher training this
autumn.
This is a mixed comprehensive
school for 1,200 pupils aged
11-18 years.
For further particulars and
application forms contact the

Iran (telephone ARI441) to complete forms should be received by 3rd December.



Committee

are available from January

according to qualifications and experience. Social Priority places payable. General work is committed to a wiling system, some small group work non-examination classes in upper school.

Application should be made in the first instance, to two referees.

ST. LUKE'S R.C. SECONDARY SCHOOL
Palmerston Street, Manchester
Re-advertisement
Required for Easter, 1977.
Temporary Teacher for

SCALE 1

NICHOLLS ARDWICK HIGH SCHOOL
Hyde Road, M12 4AE
TEACHER for remedial forms

CHORLTON HIGH SCHOOL
Cerkland Road, Manchester M13 9PL
Part-time Teacher of ENGLISH

Application forms should be sent as soon as possible.

WILBRAHAM HIGH SCHOOL
Nell Lane, Manchester M21

Required for one term. A qualified to teach ENGLISH level, an interest in Careers be an advantage.

Application forms I.S.A.E. from the Headteacher to whom should be returned by 3rd Dec 1978.

ST. GEARD'S R.O. SECOND SCHOOL
Hawthorn Road, New Montreal
M10 6EW

Temporary Teacher of SCIENCE

57. MRS. A. BOYS' SECOND
SC1001:
Denison Road, Victoria Park
Manchester M14 5RX
A temporary Teacher for H
up to CSE or 'O' level. At
take lower form for ENGLISH
be an advantage.
Application forms should
returned to the Chairm
Governors, at the above a
ess given in approved cases

leae INNER LONDON EDUCATION AUTHORITY

Staff Inspector of Design and Technology

Salary range £8,974-£10,027
(inclusive of London Weighting) with possible progress to £10,980

The Staff Inspector leads a team of three Inspectors and is responsible for advice in primary school craft and various activities in the further education field, together with secondary school work in Design and Technology.

The successful applicant may also be asked to take responsibility for the general oversight of the schools in a small district.

Applicants should have successful experience in secondary schools.

Details and application forms from the Education Officer (EO/Edab. 8/1), Addington Street Annex, The County Hall, London SE1 7PB.

Forms to be returned by 31 December 1976.

Teacher/Adviser in English

Applications are invited from suitably qualified and experienced teachers for the post of Teacher/Adviser in English.

The person appointed will be required to advise on curriculum and techniques in all schools, but chiefly in the Secondary Schools which are all comprehensive, comprising High Schools 11 to 14 years and Senior High Schools 14 to 18 years. In addition, strong links have been established with the Primary Schools. He/she will also be required to teach up to half the week initiating experimental work.

The Teacher/Adviser will be based at the Teachers' Centre and will be encouraged to arrange courses for teachers with particular reference to this age group.

Salary will be in accordance with Burnham Scale 4, plus London weighting. All allowances will be paid.

The Borough is within easy access of Central London and bordered by Epping Forest, and the Lea Valley Regional Park.

Application forms and further particulars may be obtained from the Chief Education Officer, Municipal Offices, High Road, Leyton E15 5QJ, to whom they should be returned by Friday, 3rd December, 1976.

London Borough of

Waltham Forest

Teacher/Adviser in Humanities

Applications are invited from suitably qualified and experienced teachers for the post of Teacher/Adviser in Humanities.

The person appointed will be required to advise on curriculum and techniques particularly in the History and Geography areas of the curricula and working in a broader field with the Teacher/Advisers for English and Religious Education. The work will be mainly in the Secondary Schools which are all comprehensive comprising High Schools 11-14 years and Senior High Schools 14-18 years. In addition, strong links have been established with the Primary Schools.

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ADMINISTRATION
General continued

BERKSHIRE
Applications are invited for the post of **ADMINISTRATIVE ASSISTANT** in the Education Office. The successful applicant will be responsible for the day-to-day administration of the Education Office, including the preparation of reports, correspondence, and the management of the office staff. The post is full-time, permanent, and offers a salary of £8,000 per annum. Applications should be sent to the Education Officer, Education Office, 100, The Arcade, Reading RG1 1AA.

KENT
Applications are invited for the post of **ADMINISTRATIVE ASSISTANT** in the Education Office. The successful applicant will be responsible for the day-to-day administration of the Education Office, including the preparation of reports, correspondence, and the management of the office staff. The post is full-time, permanent, and offers a salary of £8,000 per annum. Applications should be sent to the Education Officer, Education Office, 100, The Arcade, Reading RG1 1AA.

LONDON, W.C.1
Work for social equality as **EDUCATION OFFICER**

London Council for Community Relations, Education Office, 100, The Arcade, Reading RG1 1AA.

SOUTHERN REGION
Y.H.A.

REGIONAL SECRETARY
The Southern Region of the Young Homeless Association (Y.H.A.) is seeking a Regional Secretary. The successful applicant will be responsible for the day-to-day administration of the Southern Region, including the preparation of reports, correspondence, and the management of the office staff. The post is full-time, permanent, and offers a salary of £8,000 per annum. Applications should be sent to the Education Officer, Education Office, 100, The Arcade, Reading RG1 1AA.

EDUCATIONAL PSYCHOLOGIST

Applications are invited from suitably qualified and experienced Educational Psychologists for the post of Educational Psychologist in the Education Office. The successful applicant will be responsible for the day-to-day administration of the Education Office, including the preparation of reports, correspondence, and the management of the office staff. The post is full-time, permanent, and offers a salary of £8,000 per annum. Applications should be sent to the Education Officer, Education Office, 100, The Arcade, Reading RG1 1AA.

YORKSHIRE REGIONAL EXAMINATIONS BOARD

Applications are invited from suitably qualified and experienced teachers for the post of Teacher/Adviser in English. The successful applicant will be responsible for the day-to-day administration of the Education Office, including the preparation of reports, correspondence, and the management of the office staff. The post is full-time, permanent, and offers a salary of £8,000 per annum. Applications should be sent to the Education Officer, Education Office, 100, The Arcade, Reading RG1 1AA.

WOLVERHAMPTON
Applications are invited from suitably qualified and experienced teachers for the post of Teacher/Adviser in English. The successful applicant will be responsible for the day-to-day administration of the Education Office, including the preparation of reports, correspondence, and the management of the office staff. The post is full-time, permanent, and offers a salary of £8,000 per annum. Applications should be sent to the Education Officer, Education Office, 100, The Arcade, Reading RG1 1AA.

ANCILLARY SERVICES

LONDON
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BUCKINGHAMSHIRE
Applications are invited from suitably qualified and experienced teachers for the post of Teacher/Adviser in English. The successful applicant will be responsible for the day-to-day administration of the Education Office, including the preparation of reports, correspondence, and the management of the office staff. The post is full-time, permanent, and offers a salary of £8,000 per annum. Applications should be sent to the Education Officer, Education Office, 100, The Arcade, Reading RG1 1AA.

EDUCATION DEPARTMENT
Principal Educational Psychologist

Applications are invited from suitably qualified and experienced Educational Psychologists for the post of Principal Educational Psychologist in the Education Department. The successful applicant will be responsible for the day-to-day administration of the Education Department, including the preparation of reports, correspondence, and the management of the office staff. The post is full-time, permanent, and offers a salary of £8,000 per annum. Applications should be sent to the Education Officer, Education Office, 100, The Arcade, Reading RG1 1AA.

BARNESLEY
Applications are invited from suitably qualified and experienced teachers for the post of Teacher/Adviser in English. The successful applicant will be responsible for the day-to-day administration of the Education Office, including the preparation of reports, correspondence, and the management of the office staff. The post is full-time, permanent, and offers a salary of £8,000 per annum. Applications should be sent to the Education Officer, Education Office, 100, The Arcade, Reading RG1 1AA.

Suffolk County Council
Applications are invited from suitably qualified and experienced teachers for the post of Teacher/Adviser in English. The successful applicant will be responsible for the day-to-day administration of the Education Office, including the preparation of reports, correspondence, and the management of the office staff. The post is full-time, permanent, and offers a salary of £8,000 per annum. Applications should be sent to the Education Officer, Education Office, 100, The Arcade, Reading RG1 1AA.

MISCELLANEOUS
Applications continued

DURHAM
Applications are invited from suitably qualified and experienced teachers for the post of Teacher/Adviser in English. The successful applicant will be responsible for the day-to-day administration of the Education Office, including the preparation of reports, correspondence, and the management of the office staff. The post is full-time, permanent, and offers a salary of £8,000 per annum. Applications should be sent to the Education Officer, Education Office, 100, The Arcade, Reading RG1 1AA.

MARY GLASCOY PUBLICATIONS
Applications are invited from suitably qualified and experienced teachers for the post of Teacher/Adviser in English. The successful applicant will be responsible for the day-to-day administration of the Education Office, including the preparation of reports, correspondence, and the management of the office staff. The post is full-time, permanent, and offers a salary of £8,000 per annum. Applications should be sent to the Education Officer, Education Office, 100, The Arcade, Reading RG1 1AA.

WILTSHIRE
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ROURNEMOUTH
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SHERBORNE
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SUSSEX
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FIELD STUDY COURSES
Applications are invited from suitably qualified and experienced teachers for the post of Teacher/Adviser in English. The successful applicant will be responsible for the day-to-day administration of the Education Office, including the preparation of reports, correspondence, and the management of the office staff. The post is full-time, permanent, and offers a salary of £8,000 per annum. Applications should be sent to the Education Officer, Education Office, 100, The Arcade, Reading RG1 1AA.

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Two Key Management Positions in UK and France

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Both positions offer senior management responsibility after nine months, competitive starting salaries, excellent prospects and a lot of satisfaction. For further details and application form please write to Elizabeth Lloyd, Young Adventure Limited, 255, Post-on-Wye, Herefordshire HR8 7AH.

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For a period of two years. The successful candidate will work with a senior playleader in a team of community work staff who are already working in the town under the direction of the Corporation's Social Development Officer. The duties will include a significant role in the development of the playground site, in conjunction with the schools and the local community.

Applications are invited from men and women trained in play leadership and/or youth work, and from the teaching profession, who have a real enthusiasm for exploring and implementing new ideas in leisure activities for children and young people.

Conditions of service provide for generous assistance towards the cost of moving house with temporary travel allowances, subsistence allowance at a realistic rate and life insurance, in appropriate cases. Pensioned accommodation is available if required.

Application form (returnable by 6 December, 1976) from General Manager, Peterborough Development Corporation, PO Box 3, Southill Close, City Road, Peterborough PE1 1UJ, or on request to the Personnel Section, Peterborough City Council, 100, The Arcade, Reading RG1 1AA.

Greater Peterborough

Applications are invited from suitably qualified and experienced teachers for the post of Teacher/Adviser in English. The successful applicant will be responsible for the day-to-day administration of the Education Office, including the preparation of reports, correspondence, and the management of the office staff. The post is full-time, permanent, and offers a salary of £8,000 per annum. Applications should be sent to the Education Officer, Education Office, 100, The Arcade, Reading RG1 1AA.

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